DOCUMENT RESUME

ED 182 930 EC 123 146

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TITLE	Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 11.0: Training/Instruction. Competencies 11.1 through 11.3.
INSTITUTION	Missouri Univ., Columbia.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
BUREAU NO	351359
PUB DATE	Feb 74
GRANT	OEG-0-71-3675(603)
NOTE	256p.: Special Education Curriculum Training Center Special Project: Print is poor in parts; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives: Classroom Techniques: Consultants: *Data Collection: Evaluation Criteria: *Gifted: *Handicapped Children: *Instructional Design: Management: Performance Based Teacher Education: *Program Planning: Teaching Guides: *Teaching Methods

ABSTRACT

Part 11 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on instructional training. Three competencies considered are: (1) that a curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles, (2) that a curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children, and (3) that a curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

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ED182930

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 11.0 Training / Instruction

Competency 11.1 A curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles.

February 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 123146

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 11: Training / Instruction

MODULE ELEMENT SCOPE:

This module is designed to help you gain the skills necessary to train educational personnel in the area of instruction. Various aspects of instruction including instructional methodologies classroom management techniques, and pupil data collection techniques are covered. You will be given the opportunity to determine what teacher needs exist in the area of instruction, and design and organize effective programs and activities to meet those needs. The activities in this module stress a knowledge-based approach to the area of training and provide relevant information and experience to enable you to plan, design, and organize appropriate training programs in the area of instruction.

MODULE ELEMENT SPECIFICATIONS:

Competency 11.1 A curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles.

Competency Components:

11.1.1: To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

11.1.2: To assist the trainee in translating teacher training needs into instructional programs.

11.1.3: To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

11.1.4: To assist the trainee in determining the consequences of specific training sessions.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.	
			11.1.1.2 The trainee will be able to distinguish between training needs which are developmental, short-term, long-term, and informational in nature.	
			11.1.1.3 The trainee will be able to identify alternative training modes.	
			11.1.1.4 The trainee will be able to elicit from teachers high priority topics to be developed into instructional packages for in-service training.	
			11.1.2.1 The trainee will be able to write behavioral objectives for training sessions based on identified teacher needs.	
			11.1.2.2 The trainee will be able to design instructional activities for training specific objectives.	
			11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.	
			11.1.3.2 The trainee will be able to determine the strengths and weaknesses of various training methods for specific instruction needs.	
			11.1.3.3 The trainee will be able to assess existing training resources, i.e., facilities, equipment, and materials.	
			11.1.3.4 The trainee will be able to suggest modifications of training sessions appropriate for presentation to large and small groups.	
			11.1.4.1 The trainee will be able to develop methods for eliciting feedback from participant in training sessions.	
			11.1.4.2 The trainee will be able to determine if a need or desire for additional instruction exists.	
			11.1.4.3 The trainee will be able to suggest alternative experiences when a need or desire for additional training is indicated.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

11.1.1.1.A

11.1.1.2.A

11.1.1.3.A

11.1.2.1.A

11.1.2.2.A

11.1.3.1.A

11.1.3.1.B

11.1.3.1.C

11.1.3.1.D

11.1.3.1.E

11.1.3.3.A

11.1.3.4.A

11.1.4.1.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objectives:

11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.

11.1.1.2 The trainee will be able to distinguish between training needs which are developmental, short-term, long-term, and informational in nature.

11.1.1.3 The trainee will be able to identify alternative training modes.

11.1.1.4 The trainee will be able to elicit from teachers' high priority topics to be developed into instructional packages for in-service training.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.

Enabling Activities	*Resources*	*Comments*
11.1.1.1 Today, change and innovation have become accepted patterns in all professions; education is no exception. Administrators, teachers and support personnel find themselves constantly bombarded with advancements in instructional methodologies and materials, and are often frustrated in their efforts to keep informed. Not only must they continually acquaint themselves with new developments, but they must also become competent in their use. As a curriculum consultant you will presumably be requested to develop and coordinate such a service. The activities included in this element are designed to cultivate a proficiency in the use of professional training methodologies. Many of the activities will seem vague and the responses of an intuitive nature. This is intentional as the ability to instruct effectively is primarily an intrinsic quality, which can be cultivated but not necessarily transmitted.	11.1.1.1 Resource File 11.1.1.1.A Simulated requests for training programs and services	

Behavioral Objective . Continued:

11.1.1.1.A

Once a request for assistance has been registered, it is your responsibility to assemble as much information about the situation as possible in order to provide services relevant to the needs indicated.

One variable that warrants consideration is the purpose behind a request for assistance. The planning necessary depends largely on your perception of the total situation. For example, the advance preparation you would need to make would differ considerably in the situations outlined below:

1. A teacher requesting guidelines for constructing contingency contracts.

2. An administrator requesting a program for setting up a token economy for all the teachers in a school system.

3. A group of teachers needing inservice training hours to meet continuing education certification requirements.

Simulated requests for training services are stored in Resource File 11.1.1.1.A. After reviewing each, state in one or two sentences each:

(1) the origin of the request.
(2) the stated or implied purpose behind the request.

Behavioral Objective . Continued:

11.1.1.1.A (continued)

(3) planning implications for you as a curriculum consultant.

If one or neither can be ascertained from the information presented, outline secondary procedures you would employ to obtain the information.

Submit your responses to your SECTraC advisor.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.

Activity No.	*Evaluation Criteria*
11.1.1.1.A	The trainee has been advised of the need to accurately pinpoint the purpose(s) underlying a request for in-service assistance. As the skill is primarily an intuitive one, simulated requests were prepared to give the trainee practice in this area. After reviewing each simulated request, the trainee was to state in one or two sentences (1) the origin of the request and (2) the stated or implied purpose behind the request. It is assumed that all the responses will differ somewhat, and should, therefore, be judged individually. One set of possible responses is included here as a guide. Simulation A Origin of request: Mrs. Walters, Special Education teacher; request received via a written memo as the result of a phone call. Perceived purpose of request: Apparently one student is causing a great deal of difficulty and Mrs. Walters probably needs some tips on behavior management, as defining target behaviors, identifying possible reinforcers, establishing reinforcement schedules and deciding when to use planned ignoring. Simulation B Origin of request: Second grade school teacher, verbal exchange at a P.T.A. meeting. Perceived purpose of request: The teacher wants some guidelines for developing inductive instructional strategies which are designed specific to her class. This requires a visit to the classroom before any real assistance can be offered. The information being requested probably includes: questioning hierarchies, self-teaching techniques, the development of interest centers, etc. Simulation C Origin of request: Joseph M. Thomas, principal of Fairway Elementary School. Perceived purpose of request: Mr. Stanton apparently wants a formal in-service program on individualizing instruction in the areas of language arts and math. This type of assistance would require

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.

Activity No.	*Evaluation Criteria*
11.1.1.1.A (continued)	extensive planning and preparation and would probably include such topics as: different instructional methodologies which facilitate individualization, materials which correspond with the methods, and management techniques to make the individualization process flow more smoothly. Also, it appears that the participants would be composed of teachers who had been out of school for several years. This indicates a need to progress slowly and not make overwhelming assumptions.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.2 The trainee will be able to distinguish between training needs which are long-term and developmental or short-term and informative.

Enabling Activities	*Resources*	*Comments*
11.1.1.2 In the preceding activity you explored reasons underlying requests for teacher training. Another variable which also warrants consideration is the length of time which will need to be invested in meeting identified training needs. Some training experiences, out of necessity, must be long-term and developmental while others can be treated succinctly. 11.1.1.2.A. In Resource File 11.1.1.2.A is a card sort activity. The two blue cards represent long-term and short-term involvement. The pink cards represent examples of training needs. It is your task to sort the cards into two stacks, depending on whether you perceive them as resulting in long-term or short-term involvement. As you work through this task you will begin to establish criteria for distinguishing long-term training	11.1.1.2.A Resource File 11.1.1.2.A A card sort activity	

Behavioral Objective . Continued:

11.1.1.2.A (continued)

needs and also for making judgments as to what variables group to constitute long-term experiences as opposed to short-term experiences.

At the completion of the card sort prepare a short discussion of (1) the criteria you generated for distinguishing long-term training needs from short-term training needs and (2) the variables you identified that group to constitute long-term experiences. This discussion is to act as a cover sheet to a concise set of guidelines which you develop for later use in the field for distinguishing long-term and short-term training needs. The final set of guidelines and covering discussion is to be submitted to your SECTraC advisor as verification of completion of this activity.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.2 The trainee will be able to distinguish between training needs which are long term and developmental or short-term and informative.

Activity No.	*Evaluation Criteria*
11.1.1.2.A	The trainee has been asked to do a card sort activity requiring him to separate a set of identified training needs into decks representing long-term involvement or short-term involvement. As the trainee works through this task, it is assumed he will generate some criteria for making these distinctions. Following completion of the card sort task the trainee was to prepare a discussion of: 1. the criteria he generated for distinguishing long-term training needs from short-term training needs. 2. the variables with which he identified the group constituting long-term experiences as opposed to short-term experiences. This discussion is to function as a cover sheet for a set of guidelines to be developed by the trainee that he could later utilize in the field as an instrument for distinguishing long-term and short-term training needs. As each trainee will develop somewhat different criteria for reaching the required decisions, each response should be evaluated separately. However, each discussion and set of guidelines should contain some treatment of the following: 1. a careful delineation and explanation of the criteria used to distinguish long-term and short-term training needs. 2. an easily usable format for the guidelines which includes an adequate number of variables. 3. an indication of careful thought and consideration reflected in the final product. 4. provision in the guidelines for yielding some sort of final conclusion regarding the involvement inherent in a training need.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.3 The trainee will be able to identify alternative training needs.

Enabling Activities	*Resources*	*Comments*
11.1.1.3 For the purpose of this module, all activities of school personnel which contribute to their continued professional growth and competence will be considered "in-service education." Following is a set of basic principles surrounding the concept of in-service education as it relates to our purpose here. 1. In-service programs usually result from a perceived need in the school. 2. Both the terminal and enroute objective of in-service education is improving the quality of existing instruction. 3. Achieving certification or a degree does not indicate a cessation of professional education. In-service education may take many forms; each differing in the degrees of learner and presenter participation. Workshops, conferences, institutes, educational travel, and professional group membership are some of the more common vehicles employed.		

Behavioral Objective 11.1.3 *Continued:*

11.1.1.3

The activity below is intended to acquaint you with the characteristic of each of the above named approaches to in-service education.

11.1.1.3.A

The following selected references, stored in Resource File 11.1.1.3.A, serve as an introduction to each of the in-service approaches mentioned above. After reading each one carefully, construct a one- or two-sentence description of each in-service approach discussed, differentiating between them in terms of the degree of learner and instructor participation and involvement inherent in each.

1. Maves, H. J. Insight through inservice. Today's Education, April, 1969, 38:4. P. 42.

2. MacIntyre, R. B. Inservice training through short-term conferences. Exceptional Children. January, 1972, 38:5. Pp. 412-415.

3. Marks, J. R., Stoops, E., and Stoops, J. K. How to conduct workshops. In Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971. Pp. 244-246.

4. Marks, J. R., Stoops, E., and Stoops, J. K. How to conduct institutes. In Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971. Pp. 246-247.

11.1.1.3.A

Resource File 11.1.1.3.A, containing one copy of the following;

1. Maves, H. J. Insight through inservice. Today's Education, April, 1969, 38:4. P. 42.

2. MacIntyre, R. B. Inservice training through short-term conferences. Exceptional Children, January, 1972, 38:5. Pp. 412-415.

3. Marks, J. R., Stoops, E., and Stoops, J. K. How to conduct workshops. In Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971. Pp. 244-246.

4. Marks, J. R., Stoops, E., and Stoops, J. K. How to conduct institutes. In Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971. Pp. 246-247.

5. Council for Exceptional Children. Continuing professional growth and responsibility. Professional Standards for Personnel in the Education of Exceptional Children. Council for Exceptional Children: 1966. Pp. 61-65.

11.1.1.3.A (continued)

5. Council for Exceptional Children. Continuing professional growth and responsibility. Professional Standards for Personnel in the Education of Exceptional Children. Council for Exceptional Children: 1966. Pp. 61-65.

6. Tyler, J. L. Developing training packages. Exceptional Children. February, 1973. Pp. 405-406

11.1.1.3.B

Lastly, prepare a chart, translating the written descriptions into graphic form, giving a visual representation of the varying degrees of learner and instructor participation inherent in each of the four in-service approaches discussed. There are no restrictions on the format adopted for the chart. The only qualifications are that:

1. the chart clearly depicts the information requested;
2. the chart is neat in appearance;
3. the chart be contained on one 8 1/2" x 11" sheet of paper.

The final products (the written descriptions and accompanying chart) are to be submitted to your SECTraC advisor.

11.1.1.3.A (continued)

6. Tyler, J. L. Developing training packages. Exceptional Children. February, 1973. Pp. 405-406.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.3 The trainee will be able to identify alternative training needs.

Activity No.	*Evaluation Criteria*
11.1.1.3.A	The trainee was given a list of readings to complete, each dealing with a different approach to in-service education. After completing the readings, the trainee was to write a one or two sentence description of each approach described differentiating between them in terms of the degree of learner and instructor participation. Sample responses are listed below. 1. Maves, H. J. Insight through inservice. Today's Education, April, 1969, 38:4. P. 42. Describes a "teacher exchange" approach which includes a mechanism for freeing teachers to visit other educational settings. This technique is almost entirely participant oriented. 2. MacIntyre, R. B. Inservice training through short-term conferences. Exceptional Children, January, 1972, 38:5. Pp. 412-415. Describes the "conference"approach to in-service training. This involves a series of planned presentations attended by the in-service participants. Depending on the in-service program developer, the conference can encourage a wide range of participant/instructor involvement ratios. 3. Marks, J. R., Stoops, E. and Stoops, J. K. How to conduct workshops. In Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971. P p. 244-246. Describes the workshop approach to continuing education. The degree of learner/instructor participation varies considerably depending on the orientation and philosophical beliefs of the workshop developer and/or supervisor. 4. Marks, J. R., Stoops, E. and Stoops, J. K. How to conduct institutes. In Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971. Pp. 246-247.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.3 The trainee will be able to identify alternative training needs.

Activity No.	*Evaluation Criteria*
11.1.1.3.A (continued)	Describes the institute approach to in-service training. Institutes are generally characterized by one to three intensive day long meetings and a minimum of learner involvement. 5. Tyler, J. L. Developing training packages. Exceptional Children. Feb. 1973, pp. 405-406. Describes the self-contained packaged in-service program approach to in-service training. Once the learning package is developed it can be sent to any interested individual(s) thus making this approach almost entirely learner managed.
11.1.1.3.B	The trainee was asked to take the information acquired in section A of this activity and graphically display the varying degrees of learner and instructor involvement. The criteria listed for completion of this activity are as follows: 1. The chart clearly depicts the information requested. 2. The chart is neat in appearance. 3. The chart be contained on 1 sheet of 8 1/2" x 11" paper.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.4 The trainee will be able to elicit from teachers high priority topics to be developed into instructional packages for in-service training.

Enabling Activities	*Resources*	*Comments*
11.1.1.4 Although most training needs will be identified through the registration of specific requests, some will not. It then becomes your responsibility, as a curriculum consultant, to devise some means for ascertaining potential topics of consequence to teachers, which could be developed into in-service packages and made available for dissemination. One means of accomplishing this task is through the development of a checklist or preference rating scale which could be distributed to area teachers, returned, then analyzed to determine high priority topics for further development. Over a period of time, a listing of prepared in-service packages would evolve and could be mailed to area teachers, encouraging them to review the list and register in advance for those appropriate to their area. Similarly, a bank of previously prepared in-service packages could be made available on short term notice as minimal preparation time would be required prior to presentation. From the above discussion, the value in determining topics of high		

11.1.1.4 (continued)

interest to teachers and developing and packaging them in advance should be apparent. The following activity is designed to facilitate the acquisition of skills necessary to complete the first phase of the process: identification of teacher preferences for potential in-service packages.

11.1.1.4.A

For this activity it becomes your task to develop an instrument capable of assessing teacher preferences regarding potential in-service topics. The instrument should exhibit the following features:

1. an identification area for recording bibliographical data, position, level and area of the recipient of the instrument.
2. an organizational scheme which separates suggested topics into broad content areas for easy reference.
3. an uncomplicated format, pleasing in appearance and easy to use.
4. a system for assigning a priority to suggested topics, i.e., a numerical rating, a checklist, etc.
5. enough topic suggestions to include something of interest to all areas of exceptionality and various administrative arrangements.
6. some provision for having the instrument returned and the results compiled.
7. practical for intended purpose.

11.1.1.4.A (continued)

The final instrument is to be submitted to your SECTraC advisor and will be evaluated on the inclusion of the above mentioned criteria and the feasibility of the proposed procedures.

Competency Component: 11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objective: 11.1.1.4 The trainee will be able to elicit from teachers high priority topics to be developed into instructional packages for in-service training.

Activity No.	*Evaluation Criteria*
11.1.1.4.A	For this activity the trainee was asked to develop an instrument for ascertaining teacher preferences regarding the selection of topics for development into in-service packages. The instrument was to exhibit the following features: 1. an identification area for recording bibliographical data, position, level and area of the recipient of the instrument. 2. an organizational scheme which separates suggested topics into broad content areas for easy reference. 3. an uncomplicated format, pleasing in appearance and easy to use. 4. a system for assigning a priority to suggested topics, i.e., a numerical rating, a checklist, etc. 5. enough topic suggestions to include something of interest to all areas of exceptionality and various administrative arrangements. 6. some provision for having the instrument returned and the results compiled. 7. practical for intended purpose. An example of such an instrument, prepared by a seminar of graduate students at the University of Missouri, is included on the following pages. Although the trainee's product cannot be as professional in appearance as the example, it should still include a concern for similar types of information.

TEACHER PREFERENCE STUDY

Name_____ School_____

Position: ( ) teacher ( ) teacher aid ( ) other - specify_____
Level: ( ) Primary ( ) Intermediate ( ) Secondary ( ) Multilevel
Area: ( ) EMR ( ) TMR ( ) ED ( ) LD ( ) Physically Handicapped
( ) other - specify_____

WORKSHOPS LISTED BY CONTENT AREAS	PLEASE INDICATE (CIRCLE A NUMBER) THE LEVEL OF YOUR INTEREST IN THE PROPOSED WORKSHOP HIGH 1 2 3 4 5 LOW
CLASSROOM ORGANIZATION	
Workshop #1 Stations Approach to Instruction Presents an individual approach to teaching which requires the scheduled pupil movement through preplanned activities. Workshop will include ideas for stations and suggestions for scheduling.	1 2 3 4 5
Workshop #2 Interest Centers Presents procedures and ideas for establishing centers within the classroom which deal with motivational activities that can augment the regular classroom.	1 2 3 4 5
Workshop #3 Classroom Scheduling Offers suggestions and procedures for scheduling activities which are designed to improve pupil behavior, quality of instruction, and increase student responsibility.	1 2 3 4 5
Workshop #4 Classroom Space and Organization Presents suggestions regarding efficient use of classroom space and convenient organization of materials.	1 2 3 4 5
EVALUATION AND REPORTING PROCEDURES	
Workshop #1 Teacher Made Knowledge and Skill Inventories Suggests how the classroom teacher can use knowledge and skill inventories and how they are developed.	1 2 3 4 5
Workshop #2 Parent Counseling Presents guidelines for interpreting special education, mental retardation,etc. to parents which provide guidance towards parental decisions, referrals, and utilization of community services.	1 2 3 4 5
Workshop #3 Teacher Use of Prepared Assessment Instruments Include how to administer and interpret some prepared achievement and diagnostic instruments that have utility to the classroom teacher.	1 2 3 4 5
Workshop #4 Pupil Management Through Parent-Teacher Cooperation Present a specific procedure which the teacher employs to get parents involved in providing reinforcement at home for school related achievement.	1 2 3 4 5
TEACHING STRATEGIES	
Workshop #1 Questioning Strategies Designed to help teachers formulate questions and pose problems in a manner which forces student involvement in the response.	1 2 3 4 5
Workshop #2 Life Experience Unit Describe the characteristics of a life experience unit and engage teachers in the active planning and development of a prototype experience unit.	1 2 3 4 5
Workshop #3 Precision Teaching Includes a description of precision teaching with a discussion of its strengths and weakness and a delineation of the necessary steps for implementing it into the classroom.	1 2 3 4 5
Workshop #4 Inductive Teaching Presents basic principles of inductive teaching and engages participants in the development of an inductive experience for their class.	1 2 3 4 5

TEACHING STRATEGIES (cont.)

Workshop #5 Ideas for Classroom Discussions
Presents ideas for stimulating student creativity and productive thought. Session would also include a structured "brainstorm" session on topics and activities which stimulate classroom discussion. 1 2 3 4 5

Workshop #6 Group Activities
Discusses the contribution of group projects and presents examples of group projects with suggestions for successful management. 1 2 3 4 5

AREA INSTRUCTION

Workshop #1 Math-The Development and Remediation of Computation Skills
Presents some basic concepts regarding computation problems and the operations they contain. The workshop would build upon the principles inherent in skills inventories. 1 2 3 4 5

Workshop #2 Math-Developing Skill in Word Problems
Identifies the contribution of word problems, different types of word problems, the difficulties that students encounter, and concludes with some suggestions for an instructional strategy for teaching word problems. 1 2 3 4 5

Workshop #3 Math-The Application of Arithmetic Skills to Daily Life
Presents materials and procedures relating to mathematics instruction in the area of measurement, time, and money. 1 2 3 4 5

Workshop #4 Reading-Linguistic
Presents a combination of an alphabetical or phonemic approach and a structural approach. Materials used in the workshop would include Miami Linguistic Reader, Merrill Linguistic Readers and SRA Basic Reading Series. 1 2 3 4 5

Workshop #5 Reading-Language Experience
Presents an approach which brings reading and other communication skills together in an instructional program. Materials used would include Roach Van Allen Language Experience in Reading. 1 2 3 4 5

Workshop #6 Reading-Word Method
Presents an approach which teaches words as a whole; commonly called sight words, usually employed by basal reading materials. Some specific techniques, drills, and materials are reviewed. 1 2 3 4 5

Workshop #7 Reading-Programmed
Reading instruction which emphasizes self-paced, self-directed learning. Materials used would include Sullivan Programmed Reading Series. 1 2 3 4 5

Workshop #8 Reading-ITA
A modified alphabet approach consisting of 44 symbols, each representing a single sound of the English language. Materials used would include the Early-to-Read ITA Program. 1 2 3 4 5

Workshop #9 Reading-Individualized Approach
Characterized by self-selection and self-pacing. A large variety of reading matter is made available to students. Materials used would include Scholastics Individualized Reading. 1 2 3 4 5

Workshop #10 Reading-Experience Chart
Suggestions on how to develop an experience chart, when to use it, and how it can integrate reading into other class activities. 1 2 3 4 5

Workshop #11 Language Activities
Suggestions for classroom activities for language development. Includes individual and class exercises, activities, materials, and games. 1 2 3 4 5

Workshop #12 Sex Education
Present a sequential program for sex education with suggestions for the primary through vocational classes, dealing with the body, body parts, body changes, biological functions, awareness of sex differences, pregnancy, veneral disease, and contraception. 1 2 3 4 5

Workshop #13 Music
Presents ideas on how to incorporate music with units, speech development, motor coordination, leisure time, how to develop an appreciation for music. 1 2 3 4 5

AREA INSTRUCTION (cont.)

Workshop #14 Speech
Presents practical suggestions for the classroom teacher concerning speech correction for the exceptional child. This includes individual and class activities that could be used to supplement activities of the speech clinician and/or serve in her absence. 1 2 3 4 5

Workshop #15 Science Activities for the Exceptional Child
Present a wide variety of resource activities the special class teacher could use to integrate science into her curriculum. 1 2 3 4 5

Workshop #16 Physical Education Activities
Identify the motor skill capabilities of exceptional children at different levels and the games and activities that can be used in the classroom and playground for the development of motor skills. 1 2 3 4 5

Workshop #17 Social Living
Suggested high priority units, activities, and materials which relate to getting along with others, respect for law and authority, juvenile delinquency, etc. 1 2 3 4 5

Workshop #18 Vocational Counseling
This workshop is designed to acquaint Special Education teachers at the Junior High School and High School levels with the services provided by vocational rehabilitation and how they can procure them. 1 2 3 4 5

RESOURCES AND MATERIALS

Workshop #1 Library Resources for Exceptional Children
Suggests creative ways to engage children in library activities. In addition, various publications will be identified which are appropriate for different levels of Exceptional Children. 1 2 3 4 5

Workshop #2 Free Time and Enrichment Activities
Present teacher made games and activities for individuals and group use. Includes ideas involving games, puzzles, tapes, transparencies, etc. 1 2 3 4 5

Workshop #3 Seatwork
Suggests ideas for providing variety and spice into individual seatwork. 1 2 3 4 5

Workshop #4 Teacher Made Materials
Present instructions and ideas for inexpensive instructional aids a teacher can construct to use in the classroom. Examples are easels, beanbag throws, workboards, laminating procedures, and in and out baskets, etc. 1 2 3 4 5

Workshop #5 Community Resources
Identifies resource and backup personnel in your community, who they are, where you find them, what you can expect from them, and how to enlist their support. 1 2 3 4 5

Workshop #6 Innovative Uses of Audio-visual Equipment
Suggestions for the use of audiovisual equipment creativity. Equipment would include overhead projector, tape recorders, cassettes, language masters, 8mm film loop projector, slide projectors, etc. 1 2 3 4 5

Workshop #7 Teacher Evaluation of Instructional Materials
Acquaint the classroom teacher with some specific guides and procedures for evaluating materials. During the workshop teachers will apply the procedures to an appraisal of some specific instructional materials. 1 2 3 4 5

OTHER

Workshop #1 Teacher Evaluation of Her Existing Curriculum and Instruction
This workshop is intended to assist teachers interested in conducting a self appraisal of their specific program. Evaluation techniques and procedures would be discussed and demonstrated. 1 2 3 4 5

Workshop #2 Development of Exceptional Children
Discuss the basic development of children and common problems exceptional children have in the area of motivation. 1 2 3 4 5

Workshop #3 Culturally Different
Presents a careful look at culturally different children and the implications their background has for classroom performance. 1 2 3 4 5

OTHER (cont.)

Workshop #4 Teacher Public Relations

Identify specific techniques the teacher may implement to facilitate her relationship with peers, adminstrators, parents, and community. 1 2 3 4 5

Workshop #5 Reintegration

Present a brief selected review of the research and techniques dealing with reintegration of exceptional children back into the regular room. The discussion would include potential problem areas and some suggested procedures to follow in the integration process. 1 2 3 4 5

TEACHER SUGGESTIONS

Any suggestions regarding other workshop ideas would be greatly appreciated. These could be listed as workshop ideas or just needs that you feel might be met through inservice training activities.

Please return the completed Teacher Preference Form to:

Instructional Materials Center
Department of Special Education
University of Missouri
515 South Sixth Street
Columbia, Missouri 65201

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.1.2 To assist the trainee in translating teacher training needs into instructional programs.

Behavioral Objectives:

11.1.2.1 The trainee will be able to write behavioral objectives for training sessions based on identified teacher needs.

11.1.2.2 The trainee will be able to design instructional activities for training specific objectives.

Competency Component: 11.1.2 To assist the trainee in translating teacher training needs into instructional programs.

Behavioral Objective: 11.1.2.1 The trainee will be able to write behavioral objectives for training sessions based on identified teacher needs.

Enabling Activities	*Resources*	*Comments*
11.1.2.1 In the past, it has been observed that most in-service programs have failed to receive an enthusiastic response. They have suffered in terms of inappropriate activities and purposes and a lack of skill on the part of the in-service planner. These deficiencies are due, in part, to the absence of a clearly formulated view of the nature and function of an intended in-service program; or more precisely, a set of carefully stated objectives. The following activity is designed to guide you in the acquisition of the skills necessary to state behavioral objectives as a prerequisite to the selection and development of facilitating activities.		
11.1.2.1.A Resource File 11.1.2.1.A contains a brief excerpt from the following book: Harris, Ben M. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.	11.1.2.1.A Resource File 11.1.2.1.A	11.1.2.1.A This activity was written with the assumption that the trainee was already competent in stating behavioral objectives with the uses suggested here being simply an extenuation of previous knowledge.

11.1.2.1.A (continued)

It offers a concise, to the point explanation for the use of a behavioral objectives approach in in-service program planning.

After reading the selection carefully, complete the exercise, also housed in Resource File 11.1.2.1.A. The exercise should be maintained after completion, as it will be expanded within the following enabling activity.

11.1.2.1.A (continued)

If, however, the trainee does not feel comfortable with a behavioral objective approach, the following resource provides a more in-depth treatment:

Mager, R. L. Preparing Instructional Objectives Belmont, California: Fearon Publishers, 1962.

Competency Component: 11.1.2 To assist the trainee in translating teacher training needs into instructional programs.

Behavioral Objective: 11.1.2.1 The trainee will be able to write behavioral objectives for training sessions based on identified teacher needs.

Activity No.	*Evaluation Criteria*
11.1.2.1.A	The trainee was given a selection from the following book to read as an introduction to writing behavioral objectives as an integral part of in-service planning: Harris, Ben M. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969. The trainee was then directed to apply the information to an exercise involving the statement of long-term goals and behavioral objectives for given in-service topics. A copy of the exercise with representative responses is included on the following pages. As there is a wide range of possible responses, all responses which exhibit the following characteristics should be considered acceptable. 1. The goals are appropriate to the in-service topic and a target population of elementary Special Education teachers. 2. The objectives are logical extensions of the goal statement. 3. The objectives are stated in terms of observable performance. 4. The objectives are suggestive of some sort of facilitating activity.

Enabling Activity 11.1.2.1.A

Writing Behavioral Objectives for In-Service Programs

Directions: The following are topics to be developed into two-hour in-service programs for Elementary Special Education teachers. For each topic, formulate two broad general goals, and for each goal write four behavioral objectives. Be careful to state the objectives in terms of desired teacher performance.

1. Parent Counseling

Goal 1: To assist the teacher's acquiring knowledge of various counseling techniques.

Objective 1.1: The teachers will be able to discuss the advantages and disadvantages of group sessions as a counseling technique.

1.2: The teachers will be able to discuss advantages and disadvantages of individual counseling sessions.

1.3: The teachers will be able to discuss genetic counseling and suggest situations in which it is applicable.

1.4: The teachers will be able to discuss long-distance counseling via correspondence.

Goal 2: To assist teachers in applying counseling techniques when working with parents of exceptional children.

Objective 2.1: The teacher will be able to participate in a role playing situation involving the interpretation of a student's difficulty to a parent.

2.2: The teacher will be able to suggest techniques for installing a positive attitude towards an exceptional child.

2.3: The teachers will be able to suggest techniques for enlisting parental support of school programs.

2.4: The teachers will be able to provide consistent feedback on a student's progress, accentuating the positive.

2. Classroom Scheduling

Goal 1: To assist the teachers in discussing the variables which affect classroom scheduling.

Objective 1.1: The teachers will be able to discuss differing attention spans and their affect on establishing classroom schedules.

1.2: The teachers will be able to relate identified student needs to specific scheduling procedures.

1.3: The teachers will be able to discuss the advantages of balancing quiet and active periods.

1.4: The teachers will be able to discuss the balancing of group and individual activities.

Goal 2: To assist the teachers in constructing effective time schedules.

Objective 2.1: The teachers will be able to list the criteria to be considered in effective scheduling practices.

2.2: The teachers will be able to select good schedules from poor schedules and verbally defend their selection.

2.3: The teachers will be able to suggest modifications on existing time schedules which will result in improvement.

2.4: The teachers will be able to construct an effective schedule for their own classroom.

3. Language Development Activities

Goal 1: To assist the teachers in using identified resources as sources of activities for language development.

Objective 1.1: The teacher will be able to use the Distar Language Program.

1.2: The teachers will be able to use the Peabody Language Development Kit.

1.3: The teachers will be able to use their state curriculum guides.

1.4: The teachers will be able to use a selected group of published "recipe" type resources.

Goal 2: To assist the teachers in developing their own language development activities.

Objective 2.1: The teachers will be able to develop listening activities relative to their own students' ability levels.

2.2: The teachers will be able to develop handwriting activities relative to their own students' ability levels.

2.3: The teachers will be able to develop oral expression activities relative to their own students' ability levels.

2.4: The teachers will be able to develop written expression activities relative to their own students' ability levels.

4. Innovative Uses of Audio-visual Equipment

Goal 1: To assist the teachers in acquiring the skills necessary to use selected pieces of audio-visual equipment.

Objective 1.1: The teachers will be able to demonstrate correct usage of the overhead projector.

1.2: The teacher will be able to demonstrate correct usage of the cassette tape recorder and a reel-to-reel tape recorder.

1.3: The teacher will be able to demonstrate correct usage of the carousel slide projector.

1.4: The teacher will be able to demonstrate correct usage of the language master.

Goal 2: To assist the teachers in developing their own media for use with selected pieces of audio-visual equipment.

Objective 2.1: The teachers will be able to make transparencies for use with the overhead projector.

2.2: The teachers will be able to prepare a cassette tape for use with the cassette tape recorder to be used by students.

2.3: The teachers will be able to make 2 X 2 slides for use in the carousel slide projector.

2.4: The teachers will be able to prepare five language master cards for students to use with the language master.

Competency Component: 11.1.2 To assist the trainee in translating teacher training needs into instructional programs.

Behavioral Objective: 11.1.2.2 The trainee will be able to design instructional activities for training specific objectives.

Enabling Activities	*Resources*	*Comments*
11.1.2.2 In the preceding activity you prepared behavioral objectives as one of the first steps in planning in-service programs. The second step is selecting or designing training activities specific to the objectives. While at this point you have not previously been exposed to the various types of activities which could possibly be incorporated into an effective in-service program (i.e., simulation, gaming, interview, role playing, etc.), it should still be feasible to generate activity ideas from behavioral objectives. 11.1.2.2.A During this activity, you will be concerned with brainstorming possible facilitating activities to accomplish stated objectives. This is not to be considered your final encounter with activity preparation. The purpose intended here is to expose you to activities as a logical extension of carefully prepared objectives. Resource File 11.1.2.2.A contains a selected reading	11.1.2.2.A Resource File 11.1.2.2.A	

11.1.2.2.A (continued)

as an introduction to activity design, exemplifying only one possible approach. After reading the selection and any others you may locate independently, complete the brief exercise outlined below.

For this activity you need the goals and objectives generated in the previous activity. Select one area from the four you developed, consisting of two goal statements and eight behavioral objectives. For each objective propose an activity or a sequence of activities you would utilize (at this point) to meet the objectives as stated. The objectives you choose to work with from the previous activity should be separately restated on another sheet with activity descriptions paired with each objective statement.

Again, remember, as you have not completed the activities dealing with possible training vehicles, you are not expected to suggest any one particular activity to coordinate with any one particular objective. Simply focus on electing the types of activities which seem inferred by the behavioral objective statements. Later, you will become concerned with designing the best possible activity in a given set of circumstances.

The final product is to be submitted to your SECTraC advisor for evaluation based on the following criteria:

Behavioral Objective 11.1.2.2 *Continued:*

11.1.2.2.A (continued)

1. The activities represent logical extensions of the behavioral objectives.

2. The activities will be realistic in terms of time, expenditure and available resources.

3. The activities will be described in a clear manner easily apprehensible to all personnel involved.

4. Several different types of activities will be suggested. Avoid "overkill" of any one activity regardless of its ingenuity.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objectives:

11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

11.1.3.2 The trainee will be able to determine the strengths and weaknesses of various training methods for specific instructional needs.

11.1.3.3 The trainee will be able to assess existing training resources, i.e., facilities, equipment, and materials.

11.1.3.4 The trainee will be able to suggest modifications of training sessions appropriate for presentation to large and small groups.

Competency Component: 11.1.2 To assist the trainee in translating teacher training needs into instructional programs.

Behavioral Objective: 11.1.2.2 The trainee will be able to design instructional activities for training specific objectives.

Activity No.	*Evaluation Criteria*
11.1.2.2.A	In this activity the trainee was asked to select one set of objectives from those prepared in the previous activity. For each objective the trainee was to suggest possible facilitating activities. As the trainee has not been formally exposed to a variety of alternatives concerning activity design and selection, it is assumed that the trainee's responses will not (at this time) reflect the quality which will be desired later. However, the activities should exhibit concern for the following criteria: 1. The activities represent logical extensions of the behavioral objectives. 2. The activities will be realistic in terms of time, expenditure and available resources. 3. The activities will be described in a clear manner easily apprehensible to all personnel involved. 4. Several different types of activities will be suggested. Avoid "overkill" of any one activity regardless of its ingenuity. An example of only one possible solution is included on the following page. This is only representive, as the possibilities for responses are unlimited. It does, however, intend to simulate the quality of response desired to demonstrate successful completion of this activity.

Language Development Activities

Examples of the types of activities which may be generated by trainees in response to objectives:

objective	activities
The teachers will be able to use the Distar Language Program.	A demonstration of selected activities from the Distar Language Program given by the in-service leader. Divide the teachers into small groups and let them role-play the presentation of an activity to their peers.
The teachers will be able to use the Peabody Language Development Kit.	A video tape of a demonstration involving actual students. The in-service leader will have two kits available for the teachers to inspect and work with independently.

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

Enabling Activities	*Resources*	*Comments*
11.1.3.1 Within the format of selected training methods (i.e., conferences, workshops, etc.) exist a variety of basic training experiences or activities. Training activities function to delineate the kind of tasks in which the in-service leader and participants will engage in. Although a substantial number of basic in-service activities can be identified, a limited number will be discussed here with emphasis given to those representing a high degree of innovation and learner involvement. It is to be emphasized that this is not an exhaustive list, as several variations or alternative forms exist. In summary, the purpose of this activity is to describe a good selection of activities to serve you, as a curriculum consultant in organizing in-service programs for any purpose in any situation. The activities receiving emphasis will be: 1. simulation and gaming 2. role playing		

Behavioral Objective . Continued:

11.1.3.1 (continued)

3. demonstration
4. brainstorming and in-basket
5. card sort

The following activities are designed to acquaint you with each of the above training vehicles, provide examples, and suggest procedures for employment. You will notice immediately that many activity options are not represented here, as lecture, handouts, etc. This is intentional and the activities deleted frequently utilized activity choices. As it is an impossibility to provide an overview of all the selections available, it became the intent of this activity to present only the more recent appealing formats, each of which exhibit higher degrees of learner involvement and participation than most. If any further information is desired concerning other activity selections, of which there are many, it is your task to research those of interest to you independently for any intended future use.

11.1.3.1.A

Instructional simulations and games emphasize the attainment of educational goals and objectives through active learning as opposed to passive learning. Primarily three categories of simulations and games exist: simulations, games, and simulation/games, each of which is discussed below.

11.1.3.1.A

Resource File 11.1.3.1.A

Behavioral Objective . Continued:

11.1.3.1.A (continued)

An instructional game is a structured activity with established rules for play in which two or more participants interact to achieve clearly designated in-service objectives. Competition and chance are usually elements in the interaction and the game usually culminates with a winner. An example of an instructional game applicable to in-service education is "Anticipation," developed by Melvin Semmel at the University of Indiana, Center for Innovation in Teaching the Handicapped. A description of the game is included for reference and as a possible future resource in Resource File 11.1.3.1.A.

A simulation is primarily a simplified, contained model of the real world. Simulation participants usually fill two roles: decision making and problem solving, in reference to pre-specified conditions.

As with games, simulations are also based on objectives, but are generally more freely structured than games as there is no winner per se, but an altered condition or solution to be attained by the participants.

An example of a simulation involving a series of 8mm films in "Inner-City Simulation Laboratory," authored by Donald Crickshank and published by Science Research Associates. A description of the simulation material is included in Resource File 11.1.3.1.A.

11.1.3.1.A (continued)

The third category, simulation/games, is actually a combination of games and simulations which combines decision making and real life elements with rules for interaction and competition. Simulation games may or may not result in a winner. One example is "Teacher's Lounge," developed by S. Joseph Levine and James W. Fleming of Michigan State University and published by Educational Design Associates.

A description of "Teacher's Lounge" is included in Resource File 11.1.3.1.A.

The above discussion was intended to serve as an orientation to simulation and gaming as a possible in-service technique for teacher training. The remainder of this activity focuses on a filmstrip/cassette presentation, "Simulation and Gaming in In-Service Education," which serves as a basic reference for in-service leaders or coordinators interested in employing the technique as well as providing guidelines for designing and developing original games and simulations. The filmstrip and accompanying cassette are included in Resource File 11.1.3.1.A.

Upon completion of the filmstrip, prepare a brief list of the 9 steps in designing a game and/or simulation. The final product is to be submitted to your SECTraC advisor for evaluation.

11.1.3.1.B

Role playing normally involves unrehearsed dramatization which is presented before a class or a group. In most instances, the learning is dependent on the discussion which follows the performance. In other words, role playing is a type of unstructured simulation.

The most effective role playing situations involve problems which center around people, their actions and beliefs. Issues which elicit strong emotional reactions usually result in the most honest and straightforward performances.

Role playing activities, especially in in-service programs, can be enhanced through the utilization of audio and video/tape equipment.

Resource File 11.1.3.1.B contains a description of role playing as it applies to special education issues. In addition to an example of a program relying on role playing techniques, which is described, there are suggested guidelines for designing role playing activities.

After reading the description, prepare a very simple listing of the steps suggested for designing role playing activities.

Following evaluation by your SECTraC advisor, this checklist should be maintained as a future reference, not only for additional use within this module, but as a resource once

11.1.3.1.B

Thiagarajan, S., Semmel, M., and Semmel, D. Sourcebook on Instructional Development for Training Teachers of Exceptional Children (Field-test version). Bloomington, Illinois: Center for Innovation in teaching the Handicapped, Indiana University. Pp. 189-191.

Behavioral Objective Continued:

11.1.3.1.B (continued)

you are in the field designing in-service programs.

11.1.3.1.C

It will not always be feasible for in-service participants, as a group, to have firsthand experiences with actual instructional materials and methods. When such situations arise, due to a shortage of funds, too few sets of available materials or limited time, demonstrations become an effective alternative. Although participants are not directly involved in the manipulation of items, they do benefit vicariously.

A thorough overview of demonstrations as a possible in-service methodology is stored in Resource File 11.1.3.1.C. Read the reference, then prepare a very brief outline of the content presented. Straight outline format is all that is needed. As this outline will be used for future reference when preparing demonstrations, annotations need only be on the outline as personal notes to yourself.

The completed outline is to be s submitted to your SECTraC advisor for evaluation.

11.1.3.1.D

Brainstorming and in-basket techniques are, in effect, pseudo-simulations. As in a correctly designed simulation, in-basket and brain-

11.1.3.1.C

Harris, B. M. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall 1969. Pp. 245-252.

11.1.3.1.D

Lopez, F. M. A management tool: the in-basket exercise. Simulation/Gaming/News, March, 1973, Vol. 1, No. 6.

11.1.3.1.D (continued)

storming exercises are characterized by the specification of a problem to which participants must react. However, at this point the similarity ends as the obtained reactions in in-basket and brainstorming exercises vary across trials, whereas simulations yield replicable results.

Resource File 11.1.3.1.D contains a reference illustrating one application of an in-basket exercise as a training technique. Although the example is business and administration based, the general procedures are transferable to education training programs.

Although the two references attach different titles to the two techniques, they are basically similar in purpose. That is, to stimulate idea expression and production. They differ only in the stimulus provided to initiate the flow of ideas, with in-basket being slightly more narrowly focused than brainstorming.

After reading each of the two articles, generate one brainstorming task and one in-basket task relative to in-service education. Describe each briefly in terms of the guidelines implied in the readings. Secondly, for each activity, outline an assessment technique which could be used to determine the success of each problem relative to the defined purposes or objectives. This particular segment of this activity assumes a great deal of importance as it is this

11.1.3.1.D

Harris, B. M. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969. Pp. 234-238.

11.1.3.1.D (continued)

factor which usually complicates the use of in-basket and brainstorming as training activities.

Consideration of the following criteria should be evidenced in the final products:

1. a statement of the overall goal.
2. at least two performance objectives.
3. procedure
   a. orientation
   b. time allotments
   c. recording ideas
4. concluding activities.
5. evaluation procedures.

The final product, filling no more than one type-written page each, is to be submitted to your SECTraC advisor for evaluation.

11.1.3.1.E

A relatively new type of activity which is appearing more and more frequently is card sorting. Despite its growing popularity, literature on its use and design is virtually nonexistent. As a consequence, a description with companion examples has been prepared for you as a resource.

11.1.3.1.E

Resource File 11.1.3.1.E
Package composed of a description of card sorting as an activity, guidelines for design, examples and culminating activity.

11.1.3.1.E (continued)

The package stored in Resource File 11.1.3.1.E contains all the information needed for completion of this activity. The final product, described in the resource package, is to be submitted to your SECTraC advisor as verification for completion of this activity.

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

Activity No.	*Evaluation Criteria*
11.1.3.1.A	The trainee was asked to view a filmstrip cassette presentation entitled "Simulations and Gaming in In-Service Education." Following the filmstrip the trainee was to prepare a brief outline of the nine steps presented for designing simulations and/or games. The outline should reflect the following information: 1. Identify the area to be simulated or treated. 2. State the goals and objectives to be achieved through participation in the simulation and/or game. 3. Define the people to be involved in the simulation or game. 4. Define the motives of the players. 5. Define the resources available to the players. 6. Define the sequence of transaction and decision guidelines to be followed. 7. Design an evaluation scheme. 8. Develop a prototype. 9. Field test the prototype and make necessary modifications.
11.1.3.1.B	The trainee has been asked to review a resource describing role playing as a possible in-service activity. In addition guidelines for the development of role playing exercises were suggested. After reading the reference the trainee was to state the guidelines suggested in a very simple checklist format. The checklist submitted by the trainee should parallel the one given below as an indication of satisfactory performance. 1. State the goals and objectives to be obtained from the role-playing activities. 2. Produce a set of roleplaying exercises which involves the affective aspects of a task analysis.

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

Activity No.	*Evaluation Criteria*
11.1.3.1.B (continued)	3. Prepare a set of open-ended questions for follow-up discussion after the role playing performance. 4. Make decisions involving the assignment of roles and scheduling of sessions. 5. Field-test the role playing exercises. 6. Modify the exercises utilizing the feedback obtained in field-testing. 7. Retest package until stated objectives are consistently met.
11.1.3.1.C	The trainee has been asked to submit a brief outline of a reading on demonstration preparation. Brevity was encouraged with annotations to the outline appearing only for the trainee's own personal benefit as a future resource. The trainee's skeleton outline should reflect primarily the same content as in the following outline: ********** Demonstrations I. Definition II. Purposes A. To inform B. To develop understandings C. To stimulate interests III. Procedure A. Define focus of demonstration B. Select a demonstrator C. Planning the demonstration D. Arranging for effective observation E. Follow-up IV. An illustration

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

Activity No.	*Evaluation Criteria*
11.1.3.1.C (continued)	V. Cautions and limitations
11.1.3.1.D	The trainee was provided with two references, one dealing with in-basket exercises and consisting primarily of a sample application, the other dealing with brainstorming task. The activity descriptions were to be briefly stated and accompanied by proposed techniques for appraising the success of each activity. The following criteria should be exhibited in each product submitted by the trainee: 1. a statement of purpose for the proposed activity; an overall goal. 2. a set of at least two specific behaviorally stated objectives. 3. a statement of the intended procedures in outline form, including the following information: a. content of orientation to be given to the participants. b. a proposed time allowance. c. a method for recording generated ideas. 4. suggested activities to bring closure to the discussion--a follow-up. 5. a suggested means for evaluating the success of the activity relative to stated objectives and goals.
11.1.3.1.E	The trainee was provided with a center-developed package consisting of the following components: 1. a written description of card sorting as a possible in-service activity option, containing; (1) a definition of card sorting; (2) examples of prepared card sorts; (3) guidelines for designing card sorts; and (4) an activity requiring the trainee to develop a card sort activity. The trainee was to read the information as a basis for preparing his own card sorting task. (A copy of the guidelines are included on the following page.) The final product submitted

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.1 The tr nee will be able to compile a list of methods which can be utilized in training sessions.

Activity No.	*Evaluation Criteria*
11.1.3.1.E (continued)	should reflect a consideration for each guideline.

Guidelines for designing a Card Sort Activity

1. State the overall goal of the activity.
2. State the specific objectives of the activity.
3. Determine the format (i.e., will the activity require categorizing or sequencing?, is there a need for color coding of the cards?, etc.).
4. Determine the number of participants. As card sorting requires direct involvement and participation, the number using each deck should be kept at a maximum of five.
5. Reproduce the cards using either a typewriter or copying machine.
6. Prepare the directions for completion of the activity.
7. Field test the card sort activity.
8. Revise and/or modify the activity based on field-testing results.
9. Package the activity (i.e., laminate the cards for increased durability, store the cards in labeled envelopes, etc.).

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.2 The trainee will be able to determine the strengths and weaknesses of various training methods for specific instructional needs.

Enabling Activities	*Resources*	*Comments*
11.1.3.2 In the previous activity you examined several representative training methods (i.e., card sort, simulation, gaming, demonstration, role playing, in-basket, and brainstorming). It was also emphasized that this was by no means an exhaustive list, as many other approaches are available. In the former activity you focused primarily on definition, purposes, and guidelines for development. No attempt was made to match specific training needs with a particular training mode, or to ascertain the inherent strengths and weaknesses of each. However, this is a viable concern. As teachers strive to use the best method in instructional planning, so should you endeavor to choose the most appropriate training vehicle for in-service programs. Unfortunately, as with instructional methodologies, there is no prescribed format for matching in-service needs with a particular in-service approach. It is a task that must be undertaken independently by the in-service developer for each in-service program and is dependent, primarily, on individually defined in-service goals and objectives.		

11.1.3.2 (continued)

It is the intent of the following activity to guide you in the development of a general set of projected strengths and weaknesses for selected in-service training methods which could be utilized when selecting the best in-service approach.

11.1.3.2.A

When determining the inherent strengths and weaknesses of any in-service approach, several criteria must be considered, such as:

1. the degree of preparation time involved in terms of expected gains.
2. the motivational value.
3. the capability to transmit the desired information and skills.
4. the accessibility of resources which may be required.
5. the degree of professionalism.
6. number of participants.

Keeping the above criteria in mind, generate at least two strengths and weaknesses for each of the following in-service approaches:

1. card sort
2. simulation
3. gaming

11.1.3.2.A (continued)

4. demonstration
5. role playing
6. in-basket
7. lecture

In several, you should be able to list several more than two, especially those exhibiting a higher degree of learner involvement.

The format for presenting this information is your decision, as long as it is neat and readable.

The final product is to be submitted to your SECTraC advisor for evaluation.

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.2 The trainee will be able to determine the strengths and weaknesses of various training methods for specific instructional needs.

Activity No.	*Evaluation Criteria*
11.1.3.2.A	The trainee was asked to generate a minimum of two strengths and weaknesses for each of the following in-service approaches : 1. card sort 2. simulation 3. gaming 4. demonstration 5. role playing 6. in-basket 7. lecture The format for presenting these responses was left to the discretion of the trainee. However, each set of responses was to illustrate a consideration of the following criteria: 1. the degree of preparation time involved in terms of expected gains 2. the motivational value 3. the capability to transmit the desired information and skills 4. the accessibility of resources which may be required 5. the degree of professionalism 6. number of participants

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.3 The trainee will be able to outline the development of training sessions given a simulated situation and relevant data.

Enabling Activities	*Resources*	*Comments*
11.1.3.3 Once training models and methods have been selected and resources located, it finally becomes necessary to begin outlining the actual development of the in-service session. As a review, this involves three major decisions on the part of the in-service developer: 1. selecting the best organizational format for meeting identified in-service needs. 2. selecting the most appropriate training methods to be used within the organizational format based on needs and available resources. 3. determining the content which will be presented by the training methods within the predetermined organizational construct.		
11.1.3.3.A Resource 11.1.3.3.A contains a card sort activity designed by Nancy	11.1.3.3.A Resource File 11.1.3.3.A	

11.1.3.3.A (continued)

Carlson and distributed by the Regional Instructional Materials Center of Handicapped Children and Youth, Michigan State University. Its purpose is to assist in-service coordinators in outlining all of the necessary steps in planning in-service programs, or in this particular case, a workshop.

Before using the cards, it is important to have a definite workshop in mind. Therefore, before beginning, define on the sheet provided, the topic area or focus of the proposed workshop.

Also look at the cards before beginning. There are three types of cards:

Start Cards (green) - beginning points in the outlining process.

Task Cards (white) - activities that must be considered to effectively plan a workshop.

Closure Cards (pink) - indicate completion of various outlining stages.

To begin, select the appropriate start card and then lay out in sequential order those task cards that must be considered for your workshop. Remember to branch where it becomes necessary. Finally, insert closure cards at the seemingly appropriate spots.

Some cards list options. In these cases, lightly check those which are

11.1.3.3.A (continued)

pertinent to your specific outline. (Remember to remove the checks when finished for the next trainee.)

Upon completion you'll have a flow chart of the steps, decisions, and actions that are important when outlining a successful workshop.

As verification of completion for this activity, briefly diagram the flow chart which evolved below the topic indicated on the sheet stored with this activity. Do not copy all the options, etc. on each card. Simply indicate, in an abbreviated fashion, the steps in outlining an in-service program here, specifically a workshop.

This sheet is to be submitted to your SECTraC advisor. The trainee is also advised to be prepared to defend his suggested orderings if so requested by the advisor.

Activity 11.1.3.3.A

Outlining In-Service Training Sessions

Focus topic _____

x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x

Flow chart

Competency Component:	11.1.3	To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.
Behavioral Objective:	11.1.3.3	The trainee will be able to outline the development of training sessions given a simulated situation and relevant data.

Activity No.	*Evaluation Criteria*
11.1.3.3.A	The trainee was asked to complete a card sorting activity developed by Nancy Carlson at the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University. The card sorting activity was intended to assist potential in-service coordinators in outlining all the necessary steps in planning in-service programs. To complete this activity, the trainee was asked to select a workshop topic as a focus for sorting the cards. This topic was to be recorded at the top of a form provided in Resource File 11.1.3.3.A Any topic which would appear relevant to teacher needs, appropriate to a workshop format and considerate of time restraints should be considered acceptable. Once a focus topic was selected and recorded in the proper place, the trainee was to sort the cards into a logical flow chart format. A brief illustration of this flow chart was to be drawn on the lower half of the sheet containing the focus topic. The trainee was advised to be prepared to defend his suggested orderings if so requested by the SECTraC advisor. A copy of the form to be used in completing this activity is included on the following page.

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.4 The trainee will be able to suggest modifications of training sessions appropriate for presentation to large and small groups.

Enabling Activities	*Resources*	*Comments*
11.1.3.4 At this point you have assessed needs requiring the development of specific skills, translated these needs into instructional programs and selected the most appropriate training vehicle for transmitting the skills. However, no matter how complete your planning may be, new and unforeseen circumstances can occur. One particular occurrence which seems to happen regularly is having a large audience when a small audience was anticipated or a limited turnout when plans were made for a large group. To compound the problem is the fact that an unexpected audience size cannot be realized until the last minute. This results in the presenter needing to be flexible, quick thinking and well prepared in advance for such unexpected circumstances. The following activity was designed to alert you to the necessary changes required to accommodate varying group sizes.		

Behavioral Objective Continued:

11.1.3.4.A

Contained in Resource File 11.1.3.4.A are 2 posters, each depicting different in-service programs. As you remove each poster from the folder, read the introductory statement on the back of each as background information. Then by looking at each poster carefully, you should be able to identify several problems which are a result of unexpected group sizes. List these deficiencies on the top half of the answer form provided. On the second half of the answer sheet, prepare solutions that could be used to alleviate the existing problems. One answer sheet per poster is to be submitted to your SECTraC advisor as verification of completion of this activity.

11.1.3.4.A

Resource File 11.1.3.4.A

A set of posters depicting in-service organizational difficulties which could arise as a result of an unexpected audience size, i.e., larger or smaller turnout than anticipated.

Resource File 11.1.3.4.A

Trainee _____

Date _____

Answer Sheet

Poster # _____

* *

I. Identified Problem Areas:

1. Inadequate seating facilities
2. Inadequate number of workbooks
3. Inadequate number of envelopes
4. Inadequate number of booklets and pens
5. Inadequate number of name tags
6. Inadequate refreshments
7.
8.

* *

II. Possible Solutions:

1. Confront the group with dilemma. Let them suggest solutions which are satisfying to them.
2. Proceed as planned, asking teachers to share materials.
3. Proceed as planned with the organized ten people anticipated. Tell the remainder they are welcome to stay and listen, but you hadn't planned for them and therefore have no materials for them.
4.
5.
6.

Competency Component: 11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objective: 11.1.3.4 The trainee will be able to suggest modifications of training sessions appropriate for presentation to large and small groups.

Activity No.	*Evaluation Criteria*
11.1.3.4.A	The trainee was given 2 poster, each describing different in-service programs. One introductory statement is included with each poster to provide the necessary background information. After studying each situation, the trainee was to identify potential problems which could be a result of an unanticipated group size. The trainee was to complete 1 response sheet for each probelm presented. A sample response is included on the following page. It is not necessarily indicative of a good or poor response. It merely illustrates some possible responses the trainee may suggest. This is an explanatory activity and therefore does not have a 100% correct answer. Accept all reasonable responses. Discuss illogical solutions with the trainees and have them resolve the problem.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objectives:

11.1.4.1 The trainee will be able to develop methods for eliciting feedback from participant in training sessions.

11.1.4.2 The trainee will be able to determine if a need or desire for additional instruction exists.

11.1.4.3 The trainee will be able to suggest alternative experiences when a need or desire for additional training is indicated.

Competency Component: 11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objective: 11.1.4.1 The trainee will be able to develop methods for eliciting feedback from participants in training sessions.

Enabling Activities	*Resources*	*Comments*
11.1.4.1 In order to continually improve and update in-service programs, it is necessary to systematically collect information from participants. This feedback can be compiled and used by in-service co-ordinators and developers as a basis on which to make decisions regarding future modifications and revisions. At this point it is important to make a clarification between evaluation and feedback. Evaluation is the process of determining the progress made by the participants towards achieving the objectives written prior to the program. Feedback refers to the participants resulting attitude towards the program following delivery. In other words, did the program include the content that was anticipated; was it interesting or boring, too long or too short, etc.? Although your prime goal is to have participants meet the objectives of the in-service program, it is also important to present programs that they feel comfortable with and justified in attending.		

11.1.4.1

There are several methods available for collecting the feedback, such as questionnaires, rating scales, interviews, checklists, etc. Each is appropriate in some circumstances and not others. As a result there are no guidelines which succeed in matching specific approaches to specific types of presentations. It is an intuitive decision based on the individual format and content of each in-service program.

11.1.4.1.A

Examples of several different approaches are provided for you to review in Resource File 11.1.4.1.A. The examples were taken from the Special Education Curriculum Development Center's materials at the University of Iowa, and from the Special Education Instructional Materials Center at the University of Missouri. After studying these examples, read the sample in-service program also contained in Resource File #11.1.4.1.A. Consider yourself in the position of acquiring feedback on this presentation. To do so, design two instruments which could be used for this purpose and submit them to your SECTraC advisor. Each of the two responses will be judged on the basis of their appropriateness for eliciting feedback particular to the in-service program contained in Resource File 11.1.4.1.A

11.1.4.1.A

Sample instruments for obtaining feedback from in-service participants:

1. McElmurry, J. Filmstrips for Classroom Instruction. Special Education Instructional Materials Center, University of Missouri, 1973.

2. Special Education Curriculum Development Center. Life Experience Starter Units, Volume 2. The Joint County System, Cedar Rapids, Iowa, 1969.

3. Special Education Curriculum Development Center. Social Problem Fiction--A Service of Help for Retarded. The Joint County System, Cedar Rapids, Iowa 1969.

4. Special Education Curriculum Development Center. Modifying Behavior. The Joint County System, Cedar Rapids, Iowa, 1970.

11.1.4.1.A (continued)

5. Special Education Curriculum Development Center. Language Activities for the Mentally Retarded. The Joint County System, Cedar Rapids, Iowa, 1970.

A sample in-service program: The Stations Approach to Instruction.

Name_____

1. This workshop was worth my time. (circle)

1	2	3	4	5
Disagree strongly	Disagree		Agree	Agree strongly

2. The subject matter (filmstrips for classroom instruction) is relevant to my teaching responsibilities.

1	2	3	4	5
Disagree strongly	Disagree		Agree	Agree strongly

3. The information packet was helpful.

1	2	3	4	5
Disagree strongly	Disagree		Agree	Agree strongly

4. Did you learn about at least one new idea for using filmstrips in classroom instruction?

_____Yes _____ No

5. Do you want to be notified when other workshops are available?

_____Yes _____ No

6. I felt the highpoints of the workshop were _____

_____

7. I felt the low points of the workshop were _____

_____

8. Other comments: _____

_____

_____

_____

McElmurry, Judith. Filmstrips for Classroom Instrucion. Special Education Instructional Materials Center, Univeristy of Missouri, 1973.

TEACHER EVALUATION ON STARTER UNITS

Date _____ Level Taught _____

Explanation of Rating Scale
Rating 1 2 3
Assume the rating is on a scale ranging from (1) good to (3) poor

DEVELOPMENTAL STEPS TO WRITING LIFE EXPERIENCE UNITS

	Informative	Clearly Presented	Practical	Relevant
Preliminary Steps Pages 5 to 13	_____	_____	_____	_____
Lesson Plans Pages 13 to 34	_____	_____	_____	_____
SAMPLE LESSON PLANS Pages 37 to 207				
Scope of Lesson Statements	_____	_____	_____	_____
Instructional Objectives	_____	_____	_____	_____
Activities	_____	_____	_____	_____
Resource Materials	_____	_____	_____	_____
Experience Chart	_____	_____	_____	_____

EVALUATIVE COMMENTS:

Was the Starter Unit publication helpful? Yes ___ No ___
Would you be in favor of SECDC publishing additional collections of starter units? Yes ___ No ___

Special Education Curriculum Development Center. Life Experience Starter Units. Vol 2. The Joint County System, Cedar Rapids, Iowa, 1969.

TEACHER EVALUATION ON SECDC PROBLEM FICTION PUBLICATION

Date _____ Level Used _____

Explanation of Rating Scale
Rating 1 2 3 Assume the rating is on a scale ranging from (1) good to (3) poor

Uses of the Bibliography:

1. Are the following activities

	Practical	Adequately Explained
---basal reading program	_____	_____
---life experience units	_____	_____
---independent reading	_____	_____
---discussion material	_____	_____
---library instruction	_____	_____

2. Are the social problems covered relevant in your classroom? Yes __ No___.
3. Are the books graded accurately in terms of: interest? Yes ___ No ____.
4. Is the bibliography easy to use? Yes___ No___.
5. Are the suggested materials available or easily obtainable? Yes___ No___.
6. Do you think this publication will be beneficial in teaching the mentally retarded? Yes ___ No ___.

Comments:

Taken from:

Special Education Curriculum Development Center. Social Problem Fiction--A Source of Help for Retarded Readers. The Joint County System, Cedar Rapids, Iowa. 1969.

TEACHER EVALUATION
MODIFYING BEHAVIOR

The SECDC development staff has the responsibility of producing documents for special education teachers that are readable, usable, and relevant. The format and illustrations are meant to enhance the content. To improve the documents, an on-going evaluation of them is necessary. The teacher is the logical critic and the development staff invites this evaluation.

Please fill out this form as soon as you have read the document

Was this topic needed?

Was the content meaningful and relevant?

Was the layout readable and easy to follow?

Was the information for the teacher sufficient and easy to follow?

Would the teaching suggestions be applicable for use in your classroom?

What additional materials or information would prove beneficial for you?

Additional comments:

Taken from:

Special Education Curriculum Development Center. Modifying Behavior. The Joint County System, Cedar Rapids, Iowa. 1970. P. 105.

TEACHER EVALUATION

Identify lesson and specify activity.

LESSON No: _____ LESSON TITLE: _____

_____

Check:

Content:	Very appropriate	___	Somewhat appropriate	___	Not appropriate	___
Suggestions for teacher:	Very helpful	___	Somewhat helpful	___	Not helpful	___
Resources:	Very helpful	___	Somewhat helpful	___	Not helpful	___

Evaluative Statement:

Suggestions for Revision:

Taken from:

Special Education Curriculum Development Center. Language for the Mentally Retarded. The Joint County System, Cedar Rapids, Iowa. 1970. P. 203.

Competency Component: 11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objective: 11.1.4.1 The trainee will be able to develop methods for eliciting feedback from participants in training sessions.

Activity No.	*Evaluation Criteria*
11.1.4.1.A	The trainee was given five instruments for obtaining feedback from in-service efforts. After reviewing these instruments the trainee was to read a prepared workshop. Based on the given workshop situation the trainee was to develop his own instruments for obtaining feedback The five examples given to the trainee are also included here. The responses submitted by the trainee should be developed along these same lines.

Competency Component: 11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objective: 11.1.4.2 The trainee will be able to determine if a need or desire for additional instruction exists.

Enabling Activities	*Resources*	*Comments*
11.1.4.2 Instructional methodologies and materials are continually becoming more complex and sophisticated thus requiring a certain degree of competence and expertise to employ them effectively. Often times one in-servce presentation is insufficient for developing the needed skills in all participants. As a result you need to be constantly sensitive to those participants needing additional attention. Logically, the best approach would be for participants desiring additional assistance to tell you they have such needs. However, this seldom, if ever, occurs. Embarrassment, shyness, apathy or many other things may prevent this. Therefore, it becomes your task to remain alert for such situations. 11.1.4.2.A There are no pre-established guidelines for identifying in-service participants who, for one reason or another, need additional consideration. For the most part it is an intuitive skill which must be conscientiously developed and nurtured on the part of the in-service co-ordinator.		

Behavioral Objective . Continued:

11.1.4.2.A (continued)

However, it is possible to identify certain behaviors that will probably be indicative of problems. To complete this activity, develop a checklist of observable behaviors that you, as an in-service coordinator, should be sensitive to, as possibly signaling some sort of difficulty. It is important to remember that such behaviors are only possible symptoms of problems because it is entirely feasible for the same behaviors to represent radically different feelings among different people. Behavior is just one possible source of insight available to you, however, at this point it is probably also the most reliable. A note of caution: Be sure to describe the behaviors in observable terms.

The final checklist of behaviors is to be submitted to your SECTraC advisor.

Competency Component: 11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objective: 11.1.4.2 The trainee will be able to determine if a need or desire for additional instruction exists.

Activity No.	*Evaluation Criteria*
11.1.4.2.A	The trainee has been asked to compile a checklist of behaviors that could be indicative of a need for additional instruction on the part of the in-service participant. The follwing are some sample items that should be included on such a checklist. The trainee's items should par allel these examples, but much more extensively. In addition, it is imperative that each behavior be described in observable terms. _____ a. refuses to try an activity which at least 50% of the other participants attempt. _____ b. spends an unusual amount of time glancing around at other work. _____ c. yawns excessively. _____ d. doodles excessively. _____ e. excuses self frequently for coffee, snacks or restroom. _____ f. fidgets excessively. _____ g. spends considerably more time than other participants in a task. _____ h. skips some sessions in multi-session presentation.

Competency Component: 11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objective: 11.1.4.3 The trainee will be able to suggest alternative experiences when a need or desire for additional training is indicated.

Enabling Activities	*Resources*	*Comments*
11.1.4.3 Once a need for additional instruction has been perceived it then becomes important to choose the best supplementary experiences possible. The range of possibilities is limited only by the in-service coordinator's ingenuity and creativity. The only restriction being, the supplementary activities must be able to meet the needs of the participant without seeming condescending, or overly repetitive in nature. Again, as with many other areas within instruction there is not a prescribed approach for selecting these auxiliary experiences. It depends on your perceptions of the participant and his immediate and long range needs. Therefore, for this activity you will focus primarily on generating a variety of activity options. If you can see several different approaches for conveying some specific information then it will be assumed you will have expertise to select the most appropriate from among the options once you are in the field.		

Behavioral Objective Continued:

11.1.4.3.A

Return to Resource File 11.1.4.1 which contains the workshops "The Stations Approach to Instruction." Review carefully section III, Scheduling of Student Movement, then place yourself in the following position.

While giving the workshop named above, it became apparent that one teacher was having difficulty with the concept, especially setting up and completing the grid. Design 3 alternatives for supplementing this information for the teacher experiencing problems. The 3 options should be listed and briefly described along with any necessary materials on 1 to 2 pages. The final product is to be submitted to your SECTraC advisor.

Competency Component: 11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objective: 11.1.4.3 The trainee will be able to suggest alternative experiences when a need or desire for additional training is indicated.

Activity No.	*Evaluation Criteria*
11.1.4.3.A	The trainee was asked to reread section III of the sample workshop used in Activity 11.1.4.1.A, entitled "The Stations Approach to Instruction." While reviewing this section the trainee was to keep the following problem in mind in order to generate possible solutions. While giving the workshop named above, it became apparent that one teacher was having difficulty with the concept, especially setting up and completing the grid. To complete this activity the trainee was to design three alternatives for the teacher experiencing problems. The three options should be listed and briefly described along with any necessary materials on one to two basis.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 11.0 Training / Instruction

Competency 11.2 A curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children.

February 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorhsip are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123146

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #11: Training / Instruction

MODULE ELEMENT SCOPE:

This module is designed to help you gain the skills necessary to train educational personnel in the area of instruction. Various aspects of instruction including instructional methodologies, classroom management techniques, and pupil data collection techniques are covered. You will be given the opportunity to determine what teacher needs exist in the area of instruction, and design and organize effective programs and activities to meet those needs. The activities in this module stress a knowledge based approach to the area of training and provide relevant information and experience to enable you to plan, design, and organize appropriate training programs in the area of instruction.

MODULE ELEMENT SPECIFICATIONS:

Competency 11.2: A curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children.

Competency Components:

11.2.1: To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

11.2.2: To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching , unit teaching, and contract teaching.

11.2.3: To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

11.2.4: To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

_____

_____

_____

_

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			11.2.1.1 The trainee will be able to plan a training program on the utilization of services rendered by the IMC-RMC Network.	
			11.2.1.2 The trainee will be able to plan a training program on the utilization of services rendered by ERIC.	
			11.2.1.3 The trainee will be able to plan a training program in the utilization of the Prescriptive Materials Retrieval System.	
			11.2.2.1 The trainee will be able to plan activities to introduce the basic components and theories of four instructional methodologies.	
			11.2.2.2 The trainee will be able to suggest activities for comparing and contrasting instructional methodologies to determine the most appropriate for a specified instructional situation.	
			11.2.2.3 The trainee will be able to plan a demonstration of selected instructional methodology.	
			11.2.2.4 The trainee will be able to outline a simulation on the application of a selected instructional methodology for use in a workshop training session.	
			11.2.3.1 The trainee will be able to plan activities which introduce the basic components and theories of six classroom management systems.	
			11.2.3.2 The trainee will be able to suggest activities for comparing and contrasting classroom management techniques to determine the most appropriate for a specified instructional situation.	
			11.2.3.3 The trainee will be able to plan a demonstration of a selected classroom management system.	
			11.2.3.4 The trainee will be able to outline a simulation on the utilization of a selected classroom management technique for use in a workshop training session.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Refere:
			11.2.4.1 The trainee will be able to plan a training program on the supervision of classroom aids.	
			11.2.4.2 The trainee will be able to plan training activities on the supervision of student teachers.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

11.2.1.1.A

11.2.1.2.A

11.2.1.3.A

11.2.2.1.A

11.2.2.2.A

11.2.2.3.A

11.2.2.4.A

11.2.3.3.A

11.2.3.4.A

11.2.4.1.A

11.2.4.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.2.1 To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Behavioral Objectives:

11.2.1.1 The trainee will be able to plan a training program on the utilization of services rendered by the IMC-RMC Network.

11.2.1.2 The trainee will be able to plan a training program on the utilization of services rendered by ERIC.

11.2.1.3 The trainee will be able to plan a training program in the utilization of the Prescriptive Materials Retrieval System.

Competency Component: 11.2.1 To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Behavioral Objective: 11.2.1.1 The trainee will be able to plan a training program on the utilization of services rendered by the IMC-RMC Network.

Enabling Activities	*Resources*	*Comments*
11.2.1.1 The Special Education Instructional Materials Center Network was founded for the purpose of providing valid materials and information relative to the education of handicapped children. In addition, it was designed to serve as a communication vehicle among other associate and regional centers in the field. Since the network's inception in 1966 it has continued to grow and as a result has expanded its services many times over. This rapid and continuous expansion necessitates the need for in-service training programs if special education teachers and related personnel are to maximally utilize IMC services. Such a training program, in order to cover the diversity of services offered and skills to use them, requires careful planning on the part of the in-service developer. The best way to ensure complete treatment is through the establishment of precise behavioral objectives which are to be achieved as a result of the in-service training program.		

Behavioral Objective Continued:

11.2.1.1.A

It is your task to develop such a set of objectives. To do this, first arrange for an interview with a Director of an IMC. From the interview determine what content would be included in a training program on the utilization of services rendered the IMC network. Restate the content in behavioral objectives, arrange sequentially in order of anticipated development. Finally, describe briefly one activity for meeting each objective.

Additional resources which would be helpful as a supplement to the interviews are listed below:

1. Special Education IMC-RMC Network. Network Resources for Teachers of the Handicapped. SEIMC-RMC Network. Arlington, Va., 1970.

2. Davis, H. S. Organizing a Learning Center. Educational Research Council of America, Cleveland, Ohio, 1968.

3. Brown, J., Lewis, R. B., and Harcleroad, F. F. A-V Instructional Materials and Methods. New York: McGraw-Hill, 1969. Chapter 3. Pp. 49-81.

The completed set of objectives and corresponding activities are to be submitted to your SECTraC advisor. The final product will be evaluated in terms of its completeness, accuracy of objective statements and relevance and value of the suggested activities.

11.2.1.1.A Resource File

1. A director of a IMC.

2. 1. Special Education IMC-RMC Network. Network Resources for Teachers of the Handicapped. SEIMC-RMC Network. Arlington, Va., 1970.

   2. Davis, H. S. Organizing a Learning Center. Educational Research Council of America. Cleveland, Ohio, 1968.

   3. Brown, J., Lewis, R. B., and Harcleroad, F. F. A-V Instructional Materials and Methods. New York: McGraw-Hill, 1969. Chapter 3. Pp. 49-81.

Competency Component: 11.2.1 To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Behavioral Objective: 11.2.1.1 The trainee will be able to plan a training program on the utilization of services rendered by the IMC-RMC Network.

Activity No.	*Evaluation Criteria*
11.2.1.1.A	The trainee has been asked to develop activities for utilization in a workshop setting which can be used to introduce teachers to four instructional methodologies: a. unit teaching b. inductive teaching c. contract teaching d. prescriptive teaching The kinds of activities generated by the trainees may be very diverse and will need to be evaluated separately by the SECTrac advisor. Following are some guidelines which should be considered in the evaluation of each response. _____ 1. Are the behavioral objectives prepared for each task to be accomplished? _____ 2. Do the activities, in fact, focus on the behaviors described in the behavioral objectives? _____ 3. Is there a variety of activities, i.e., simulation, gaming, use of media, etc.? _____ 4. Do the activities seem to be relevant to a classroom teacher's needs? Is the content and skills developed in the activities practical and applicable? _____ 5. If you were an administrator, would you be enthusiastic about having your teachers participate in the described activities? If each of the above can be answered positively, then the trainee has fulfilled the requirements for completion of this activity. If any of the above are answered negatively- point those out to the trainee and discuss how the activites could be improved. Instruct the trainee to complete the modification and resubmit the final product to his SECTraC advisor.

Competency Component: 11.2.1 To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Behavioral Objective: 11.2.1.2 The trainee will be able to plan a training program on the utilization of services rendered by ERIC.

Enabling Activities	*Resources*	*Comments*
11.2.1.2 Change has become the predominant theme throughout the educational community. New instructional materials and methodologies are being developed at an astonishing rate. This results in a vast bulk of valuable documents and information which may or may not reach the people who need them. The Educational Resource Information Center (ERIC) was designed for the purpose of making this information accessible and retrievable. However, in order to fully utilize the services provided by ERIC, it is necessary to be familiar with what ERIC is, how it operates, and what products it distributes. One way to disseminate this information would be through the use of in-service training programs. 11.2.1.2.A Several materials have already been developed which could be used in such a program. One example, a slide-tape presentation, is contained in Resource File #11.1.2.2.A for your inspection. Using this material as one component, outline a complete in-service	11.2.1.2.A 1. Resource File 11.2.1.2.A slide-tape presentation on ERIC 2. Burchinal, L. G. ERIC... The Need to Know. U.S. office of Education.	

Behavioral Objective Continued:

11.2.1.2.A (continued)

program in utilization of ERIC services for Special Education Administration. The total outline should be no more than 2 pages long and include only brief descriptions of the topic content. Additional resources which you might find helpful in your preparation are listed below.

1. Burchinal, L. G. ERIC... The Need to Know. U.S. office of Education.

2. Educational Resources Information Center. How to Use ERIC. U.S. Department of Health, Education and Welfare.

The final outline is to be submitted to your SECTraC advisor for evaluation. The outline will be evaluated on the completeness of the content, variety in tasks activities and materials and relevance to participants, in this case Special Education Administration.

11.2.1.2.A

3. Educational Resources Information Center. How to Use ERIC. U.S. Department of Health, Education and Welfare.

Competency Component: 11.2.1 To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Behavioral Objective: 11.2.1.3 The trainee will be able to plan a training program in the utilization of the Prescriptive Materials Retrieval System.

Enabling Activities	*Resources*	*Comments*
11.2.1.3 The Prescriptive Materials Retrieval System is a resource developed to help teachers locate materials to fill educational prescriptions. Initially the system appears very complex requiring several operational steps. Developing a training program which gradually leads teachers into the system and concludes with the desired completeness is a difficult task. It requires extensive planning, organization and creativity. 11.2.1.3.A Prior to developing such a program, it is necessary for you to have the skills first. Two options are available to you for acquiring this information. 1. The Prescriptive Materials Retrieval System is housed in local IMC's. You can go to one and work with the materials to become familiar with them. 2. SECTraC Activity 7.4.1.2.A is an introduction to the PMRS designed to facilitate independent study for graduate students in Special Education. These	11.2.1.3.A Resource File 1. Prescriptive Materials Retrieval System in a local IMC. 2. SECTRaC Activity 7.4.1.2.A Resource File. Workbook and Tape on the PMRs.	

Behavioral Objective *Continued:*

11.2.1.3.A(continued)

materials could be located and worked through.

After getting information with the system design a complete in-service training program for twelve elementary special education teachers. You can assume they have no previous knowledge in skills concerning the system. Prepare the program completely. When handouts or visuals are required, prepare mockups and examples. Any media need not be developed in final form, however do include scripts. Finally, be sure to specify the types of activities you plan to use, what arrangements need to be made prior to the presentation and what additional resources and facilities are needed.

The final product is to be submitted to your SECTraC advisor for evaluation. He will be looking for a product that could be taken and presented with minimum preparation. When you get your program back, store it, as it will be a valuable resource once you are in the field.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching and contract teaching.

Behavioral Objectives:

11.2.2.1 The trainee will be able to plan activities to introduce the basic components and theories of four instructional methodologies.

11.2.2.2 The trainee will be able to suggest activities for comparing and contrasting instructional methodologies to determine the most appropriate for a specified instructional situation.

11.2.2.3 The trainee will be able to plan a demonstration of a selected instructional methodology.

11.2.2.4 The trainee will be able to outline a simulation on the application of a selected instructional methodology for use in a workshop training session.

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching and contract teaching.

Behavioral Objective: 11.2.2.1 The trainee will be able to plan activities to introduce the basic components and theories of four instructional methodologies.

Enabling Activities	*Resources*	*Comments*
11.2.2.1.A In the past the general consensus in teacher education has been to rank knowledge of content area above knowledge of instructional methods. Recently, however this trend has begun to revise itself. If we are going to ask teachers to be sensitive to educational and social changes in their instructional procedures, then we must provide them with the tools for adapting to these changes. This results in a need for teachers to have at their disposal a variety of instructional theories. They are justified in not being content with a philosophy of education and left to make inferences as to what is applicable in classroom situations and what is not. Ideally, they should be equipped with a variety of instructional theories that precisely describe teacher behavior, under what conditions the behavior should occur, reasons for the behavior and the influence the behavior will have on students. N.L. Gage describes 2 types of teaching theories. One explains why teachers behave as they do and suggests that teacher behavior can be modified.	Gage, N. L., Paradigns for research on teaching, Handbook of Research on Teaching. In N. L. Gage (ed.). Chicago: Rand McNally and Company, 1963	

11.2.2.1. A. (continued)

The second type of theory describes how teacher behavior can influence students, thus suggesting that student behavior can be modified. It is this second type that desires additional consideration. Gage concludes that instructional theories, correctly applied can be used to enhance understanding, prognosis and control.

The majority of teachers currently in the field achieved their degrees when the focus was still in content knowledge. Consequently, it probably will become your task to provide training at some point which deals with instructional theories. This is a difficult task, as instructional methodologies are complex, intricate and extremely variable usually reflecting the individual biasis of several authors. It is up to you to assemble the ideas, and give them clarity, and unity. The result should be a set of basic, applicable instructional theories.

A second difficulty, apart from complexity in dealing with instructional theories, is presenting them in a relevant interesting manner. Making a program on instructional theories interesting is a difficult task for even the most creative developer.

It is your task, in completing this activity to plan activities to be included in such a program. The activities should be developed with the following varieties in mind:

Behavioral Objective *Continued:*

11.2.2.1.A (continued)

a. Your audience is composed of twelve special education teachers from a small traditional school. The district break down of areas are as follows:
   1. 3 primary EMR teachers
   2. 5 intermediate EMR teachers
   3. 2 pre-vocational EMR teachers
   4. 2 vocational EMR teachers.

b. You should plan to deal with the following instructional methodologies:
   1. unit teaching
   2. inductive teaching
   3. contract teaching
   4. prescriptive teaching

SECTraC Module 7.2 Developing / Instruction deals in depth with each of these methodologies if resources are needed. A copy of the element is contained in Resource File #11.2.2.1.

The completed activities should be submitted to your SECTraC advisor.

11.2.2.1.A Resource File

SECTraC Module 7.2 Developing / Instruction.

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching and contract teaching.

Behavioral Objective: 11.2.2.1 The trainee will be able to plan activities to introduce the basic components and theories of four instructional methodologies.

Activity No.	*Evaluation Criteria*
11.2.2.1	The trainee was asked to develop a program dealing with the following four instructional theories; unit teaching, inductive teaching, contract teaching and prescriptive teaching for the following audience: three primary EMR teachers, five intermediate teachers, two pre-vocational EMR teachers and two vocational EMR teachers. The resulting program was to consider: 1. The assembly of the instructional information into a set of clear, concise, applicable instructional theories. 2. The preparation of a method for presenting the assembled information in a creative, interesting manner to the population of teachers described above.

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

Behavioral Objective: 11.2.2.2 The trainee will be able to suggest activities for comparing and contrasting instructional methodologies to determine the most appropriate for a specified instructional situation.

Enabling Activities	*Resources*	*Comments*
11.2.2.2.A At some point, it becomes the teachers final decision as to what instructional methodology she will choose to employ in a given situation. This is usually a decision made independantly by the teacher. If the student participates in the decision is only because individual teachers have made the decision to have him do so. In order to make the best decision regarding the selection, instructional methodologies, it is important for the teacher to have some criteria by which to have these decisions. Pre-established criteria gives the teacher a reference for considering the students, the environment, herself and her understanding of various instructional methods. One set of criteria taken from Ronald T. Hyman, Ways of Teaching, is provided for you as a reference in Resource File 11.2.2.2.A. Hyman, R. T. Ways ot Teaching. Philadelphia: J. B. Lippiniott Company, 1970. Pp. 35-36.	11.2.2.2 Resource File Hyman, R. T. Ways to Teaching. Philadelphia: J. B. Lippiniott Company, 1970. Pp. 35-36.	

Behavioral Objective *Continued:*

11.2.2.2.A (continued)

Using these criteria as guidelines carefully design one activity which compares and contrasts the following four instructional methodologies; inductive teaching, prescriptive teaching, unit teaching and contract teaching.

The resulting activity will be evaluated on the following variables:

1. it should reflect a consideration for the criteria given in Resource File 11.2.2.2.A

2. should be creative and appear capable of holding audience attention for the duration of the activity.

3. it should contain the necessary information to give teachers the skills to make selections among instructional methodologies.

4. it should include mockups of any materials to be included.

The final product is to be submitted to your SECTraC advisor.

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

Behavioral Objective: 11.2.2.2 The trainee will be able to suggest activities for comparing and contrasting instructional methodologies to determine the most appropriate for a specified instructional situation.

Activity No.	*Evaluation Criteria*
11.2.2.2.A	The trainee has been asked to develop one activity which results in a comparison if the the following four instruction methods: 1. Unit teaching 2. Prescriptive teaching 3. Inductive teaching 4. Contract teaching Again, you may expect no uniformity among the responses submitted. As a result each response must be judged independently based on a set of criteria. As you review each trainees work keep the following guidelines in mind. 1. Does the activity reflect a consideration for the average classroom teachers skills on knowledge of subject matter? The activity must be structured in such a way as to not frustrate teachers or on the hand talk down to them. 2. How long does the activity take? If it is too long- the teachers will becom bored and restless. Or, if it is too short, the material will probably not be adequately covered. Look for a happy medium in terms of time required to complete the activity. 3. Would the facilities described in the activity, realistically be available in most educational situations? 4. Is the activity creative? Does it appear to be capable of holding an audiences interest and attention for the duration of the activity. 5. Is the content there? Does the activity include the information necessary to give teachers the competency to select from among a variety of instructional options. 6. Is an example of any material to be used in the activity included in the activity description?

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children,i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

Behavioral Objective: 11.2.2.3 The trainee will be able to plan a demonstration of a selected instructional methodology.

Enabling Activities	*Resources*	*Comments*
11.2.2.3 Demonstration is a technique for assisting in-service participants in seeing firt-hand the principles of an instructional methodology being applied rather than having them stated and explained. It is a technique which combines oral explanation with the manipulation of equipment and materials. The following reading outlines some specific guidelines for preparing for and conducting demonstrations and should be read carefully before attempting the activity described below. Brown, J. W., Lewis, R. B., and Harcleroad, F. F. A.V. Instruction Media and Methods. St. Louis: McGraw-Hill Book Company, 1969, Pp. 485-492. 11.2.2.3.A Observing the principles and guidelines described in the above reading prepare a demonstration for introducing a selected instructional methodology to a class. You may choose between the following instructional methodologies; unit teaching, contract teaching, inductive teaching, prescriptive teaching. In your planning prepare to use in-service participants as the students in demon-	11.2.2.3 Resource File Brown, J. W., Lewis, R. B., and Harcleroad, F. F. A.V. Instruction Media and Methods. St. Louis: McGraw-Hill Book Company, 1969. Pp. 485-492.	

11.2.2.3.A (continued)

stration. In other words, in demonstrating instructional methodologies you need a classroom. Although preferable, it is unlikely that you will have access to a real laboratory setting. As a result you need to be prepared to program adults to assume the role of students for a short while. In completing this activity follow the steps outlined below carefully:

1. Choose one instructional methodology from the four listed above.
2. If you are not already knowledgeable of and proficient in its use, become so.
3. Determine how you would use to introduce this approach to an intermediate level EMR classroom and prepare an outline consisting of objectives to achieve in the course of the demonstration.
4. Decide what materials would be necessary and prepare them.
5. Arrange to give the demonstration before a group of students or adults which ever you have easiest access to. Either have the demonstration videotaped or request the presence of your SECTraC advisor at the demonstration.
6. Evaluate your demonstration and list modifications you would make if giving it a second time.

11.2.2.3.A (continued)

7. Submit to your SECTraC advisor:
   a. the selected method
   b. the outline of how you plan to introduce the method.
   c. one set of materials
   d. video-tape (if made)
   e. evaluation of the demonstration.

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children,i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

Behavioral Objective: 11.2.2.3 The trainee will be able to plan a demonstration of a selected instructional methodology.

Activity No.	*Evaluation Criteria*
11.2.2.3.A	The trainee was given a reading on planning and preparing demonstrations as a guideline for preparing his or her own demonstration of an introduction to an instructional methodology. Incorporating the principles outlined in the reading the trainee was to perform the following tasks (those with stars) were to be submitted to the SECTraC advisor upon completion of the entire activity. *1. Choose one of the following instructional methodologies a. inductive teaching b. unit teaching c. inductive teaching d. prescriptive teaching *2. Prepare an outline of procedures to introduce the selected methodology to a class of ten EMR intermediate students. *3. Prepare materials (the trainee turns in one set of those prepared) 4. Give the demonstration before a group of students or adults. The demonstration should be video-taped or the SECTraC advisor should be present during the actual demonstration. *5. Evaluate the demonstration and suggest modifications. The following questions should be considered when reviewing the products submitted by the trainee. 1. Were the objectives to be achieved by the demonstration included? 2. Were the materials appropriate to the objectives? 3. Did the demonstration follow a logical sequence? 4. Was the time required to complete the demonstration realistic?

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching,, and contract teaching.

Behavioral Objective: 11.2.2.3 The trainee will be able to plan a demonstration of a selected instructional methodology.

Activity No.	*Evaluation Criteria*
11.2.2.3.A (continued)	If you viewed the actual demonstration or a video-tape, then the following criteria should be evaluated in addition to the products submitted: a. Could the audience see and hear? b. Were unfamiliar terms and processes defined? c. Were signs of confusion and inattention perceived and adjusted for? d. Were appropriate materials, i.e., A.V or manipulative, interspersed? e. Was the role appropriate for the audience? f. Was participation invited?

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

Behavioral Objective: 11.2.2.4 The trainee will be able to outline a simulation on the application of a selected instructional methodology for use in a workshop training session.

Enabling Activities	*Resources*	*Comments*
11.2.2.4 Activity 11.1.3.1 contained guidelines for planning simulations. Refer back to this activity as a refresher if necessary. Two additional resources are listed below. 1. Hadden, E. Evouring Instruction. New York: The McMillan Company, 1970, Pp. 268-284. 2. Hyman, R. T. Ways of Teaching. New York: J. B. Lippincott Company, 1970. Pp. 167-199. 11.2.2.4.A Using Activity 11.1.3.1 and the two readings as resources, outline a simulation for use in a workshop training session on one of the following four instructional methodologies: 1. Inductive teaching 2. Unit teaching 3. Prescriptive Teaching 4. Contract teaching Prepare the outline as though you were going to use the simulation with a group of ten elementary teachers for the emotionally disturbed. Remember	11.2.2.4.A Resource File 1. Activity 11.1.3.1 2. Hadden, E. Evouring Instruction. New York: The McMillan Company, 1970. Pp. 268-284. 3. Hyman, R. T. Ways of Teaching. New York: J. B. Lippincott Company, 1970. Pp. 167-199.	I.M. #11.2, Page 30

Behavioral Objective *Continued:*
11.2.2.4.A (continued)

the simulation is just one activity within the entire workshop and therefore should not attempt to include all the information necessary. The finished outline should be of the quality that any person wishing to encorporate it into another training session could do so with only minor adjustments and modifications.

The finished product is to be submitted to your SECTraC advisor, and will be evaluated on completeness, originality, adherence to good simulation develpment principles and usability.

Competency Component: 11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

Behavioral Objective: 11.2.2.4 The trainee will be able to outline a simulation on the application of a selected instructional methodology for use in a workshop training session.

Activity No.	*Evaluation Criteria*
11.2.2.4.A	The trainee has been asked to outline a simulation for use as a training activity in a teacher workshop setting. The trainee was to choose between the following four instructional methodologies; inductive teaching, unit teaching, prescriptive teaching and contract teaching. Activity 11.1.3.1 and 2 additional readings as listed in the activity were supplied the trainee as resources. The resulting outline was to be prepared for ten elementary teachers of the emotionally disturbed. It was to be written in a style which made it generalizable into other training sessions developed by other trainers. Each outline is to be evaluated in terms of its completeness, originality, adherence to good simulation development, principles and usability. In order to meet the that requirement the following should be apparent in each outline submitted: 1. A definition of the problem area to be simulated. 2. The goals and the objectives of the simulation. 3. A description of the people involved. 4. A description of the motives and purposes of the players. 5. A description of the resources available to the players. 6. A description of the transactions to be simulated and the rules to be followed. 7. A description of how the simulation will be evaluated.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objectives:

11.2.3.1 The trainee will be able to plan activities which introduce the basic components and theories of six classroom management systems.

11.2.3.2 The trainee will be able to suggest activities for comparing and contrasting classroom management techniques to determine the most appropriate for a specified instructional situation.

11.2.3.3 The trainee will be able to plan a demonstration of a selected classroom management system.

11.2.3.4 The trainee will be able to outline a simulation on the utilization of a selected classroom management technique for use in a workshop training session.

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective:

11.2.3.1 The trainee will be able to plan activities which introduce the basic components and theories of six classroom management systems.

Enabling Activities	*Resources*	*Comments*
11.2.3.1.A Effective classroom management has always been a major concern of teachers. Unless a classroom is organized and functioning smoothly, instructional efforts will be frustrated. Unfortunately, many teachers have only one option for handling management difficulties available to them, this is usually disciplinary in nature. As a result, in-service programs offering a variety of classroom management techniques is desirable. Teacher need a repetoire of management approaches to draw from in order to meet and/or prevent the many varying situations which arise within classrooms among different types of learners. Primarily there are six techniques available to teachers for handling and preventing classroom management problems. They are: 1. questioning 2. grouping 3. reinforcement 4. interest centers 5. ordering of time segments 6. physical space arrangements 7. discipline Each of the above management options is		

11.2.3.1.A (continued)

treated in depth in SECTraC module element 7.3 if a refresher is necessary. A copy of the element is included in Resource File 11.2.3.1.A.

It would be impossible to devise a training program which sufficiently treats the above techniques in any reasonable length of time. Each involves differing theories, components and degrees of complexity. However, it is possible and appropriate to introduce each briefly, thus giving teachers an overview and enough information to select those techniques they would like to study in depth.

It is your task, in completing this activity to plan two activities which could be used in an in-service program to introduce classroom management options. The two activities should be developed with the following variables in mind:

a. You are preparing for a 1 1/2 hour presentation to six special education teachers who function as crisis intervention consultation personnel to special education teachers in a medium size school district.

b. You will plan to deal with the following classroom management techniques.
   1. questioning
   2. grouping
   3. reinforcement
   4. interest centers

11.2.3.1.A (continued)

5. ordering of time segments
6. physical space arrangements
7. discipline

The completed activity, ready for delivery to an audience, is to be submitted to your SECTraC advisor. It will be evaluated on

1. appropriateness of training methods selected, i.e., lecture, simulation, role playing, card sort, etc., to the described group
2. appropriateness of visuals
3. originality
4. quality and quantity of information included
5. usability of finished activity

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective: 11.2.3.1 The trainee will be able to plan activities which introduce the basic components and theories of six classroom management systems.

Activity No.	*Evaluation Criteria*
11.2.3.1.A	The trainee has been advised of the need for training activities which offer teachers options in the selection of classroom management techniques. All to often teachers only employ disciplinary measures. They need management alternatives to select from, especially those which are preventive in nature. To meet this need the trainee has been asked to devise two activities for inclusion in an in-service setting which introduced the theories components and degrees of complexity which characterize each of the following management techniques: 1. questioning 2. grouping 3. reinforcement 4. interest centers 5. ordering of time segments 6. physical space arrangements As a reference the trainee has been referred to Resource File 11.2.3.1 which houses a copy of SECTraC module element 7.3. The trainees activities are applicable in a 1 1/2 hour session for six crisis intervention/consultation teachers serving special education teachers in a medium size school district. As each trainee's response will be different and creativity and originality are encouraged, it is suggested that each be evaluated independantly based on the following criteria: 1. appropriateness of training methods to the described group. 2. appropriateness of visuals 3. originality 4. quality and quantity of the information included 5. usability of the finished product

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective: 11.2.3.2 The trainee will be able to suggest activities for comparing and contrasting classroom management techniques to determine the most appropriate for a specified instructional situation.

Enabling Activities	*Resources*	*Comments*
11.2.3.2.A Once teachers have become skillful in the use of several classroom management techniques, it then becomes necessary to have some guidelines for selecting the most appropriate one in any given situation. Suggest two possible activities for giving teachers a basis for selecting among the seven classroom management activities presented in activity 11.2.3.1. These activities could follow the in-service session prepared for the previous activity if a sequence of training sessions in classroom management were being developed. For this activity brevity is encouraged, each activity requiring only one or two descriptive paragraphs. It is not important at this point to develop the activities, only generate the ideas. The final suggestions are to be submitted to your SECTraC advisor.		

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i,e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective: 11.2.3.2 The trainee will be able to suggest activities for comparing and contrasting classroom management techniques to determine the most appropriate for a specified instructional situation.

Activity No.	*Evaluation Criteria*
11.2.3.2.A	The trainee was asked to generate and describe two activity ideas for guiding teachers in selecting room among classroom management options. They were to briefly describe their ideas in one to two paragraphs each. The activities need not be developed. One possible suggestion is included below. It is only a sample, therefore, it should not be expected that the trainee's activity resemble this one. * * * *

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective: 11.2.3.3 The trainee will be able to plan a demonstration of a selected classroom management system.

Enabling Activities	*Resources*	*Comments*
11.2.3.3 Activity 11.2.2.3 included information regarding demonstration as a valuable in-service training technique. If a review is necessary, return to that activity before progressing with this one. 11.2.3.3.A Observing the guidelines presented in Activity 11.2.2.3.A concerning demonstrations, prepare a demonstration for introducing a selected classroom management approach. You may select from among the following management techniques: 1. questioning 2. grouping 3. discipline 4. reinforcement 5. interest centers 6. ordering of time segments 7. physical space arrangements As you plan your demonstration, consider the use of the in-service participants as the students in your demonstration, as it is unlikely that you will have access to a real laboratory setting. Therefore, you need to be prepared to program adults to assume the role of students for a short while.	11.2.3.3 Resource File Activity 11.2.2.3.A (Resources listed and referred to within the activity.)	

11.2.3.3.A (continued)

In completing this activity, adhere as closely as possible to the steps outlined below:

1. Choose one classroom management technique from the seven listed in the body of this activity.

2. Determine how you would introduce this management approach to a primary level EMR classroom and prepare an outline consisting of objectives to be achieved as a result of the demonstration.

3. Determine what materials and/or props are necessary and prepare them.

4. Make arrangements to give your demonstration before a group of students or adults, whichever is most convenient for you. Either have the demonstrtion video-taped or request the presence of your SECTraC advisor (or a seasonable substitute).

5. Evaluate your demonstration and list the modifications you would make if giving it a second time.

6. Submit to your SECTraC advisor the following.
   a. the selected approach
   b. an outline of how you plan to introduce the approach

Behavioral Objective *Continued:*

11.2.3.3.A (continued)

c. 1 set of the materials prepared for the demonstration
d. the video-tape (if made)
e. an evaluation of the demonstration.

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective: 11.2.3.3 The trainee will be able to plan a demonstration of a selected classroom management system.

Activity No.	*Evaluation Criteria*
11.2.3.3.A	The trainee was to prepare a demonstration of an introduction of a selected classroom management technique. In preparing the demonstration the trainee was to complete a series of tasks. These tasks are outlined below: (Those with stars indicate a product to be submitted to the SECTraC advisor.) *1. Choose one of the following classroom management approaches as the focus of the demonstration: a. grouping b. questioning c. interest centers d. discipline e. reinforcement f. ordering of time segments g. physical space arrangements *2. Prepare an outline of procedures to introduce the selected management technique to a class of ten EMR primary students *3. Prepare materials (The trainee turns in one set of those prepared). 4. Give the demonstration before a group of students or adults. The demonstration should be videotaped or the SECTraC advisor should be present during the actual demonstration. *5. Evaluate the demonstration and suggest modifications.

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objective: 11.2.3.4 The trainee will be able to outline a simulation on the utilization of a selected classroom management technique for use in a workshop training session.

Enabling Activities	*Resources*	*Comments*
11.2.3.4 Activities 11.1.3.1 and 11.2.2.4.A include references outlining the development of simulations. If you feel the need to review, refer back to these activities. 11.2.3.4.A Outline a simulation for use in a workshop training session on one of the following seven classroom management strategies. 1. questioning 2. grouping 3. reinforcement 4. interest centers 5. discipline 6. ordering of time segments 7. physical space arrangements Prepare the outline as though you were going to do the simulation with a group of six senior high teachers for the EMR. Remember, the simulation is simply one activity within the entire workshop schedule and therefore should not attempt to include all the information on that one particular strategy.	11.2.3.4 Resource File Activities 11.1.3.1 and 11.2.2.4.A	

11.2.3.4.A (continued)

The finished product is to be submitted to your SECTraC advisor and will be evaluated for completeness, originality adherence to good simulation, development principles and usability.

Competency Component: 11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline,

Behavioral Objective: 11.2.3.4 The trainee will be able to outline a simulation on the utilization of a selected classroom management technique for use in a workshop training session.

Activity No.	*Evaluation Criteria*
11.2.3.4.A	The trainee has been asked to outline a simulation for use as a trining activity in a teacher workshop setting. The trainee was to choose one from the following four instructional stategies; grouping, questioning, interest centers, discipline reinforcement, ordering of time segments, physical space arrangements. The resulting outline was to be prepared for use with six senior high teachers for the EMR. Each outline is to be evaluated in terms of its completeness, originality, adherence to good simulation development principles and usability. In order to meet the third criteria the following should be apparent in each outline submitted; 1. A definition of the problem area to be simulated. 2. The goals and objectives of the simulation. 3. A description of the participants involved. 4. A description of the motives and purposes of the participants. 5. A description of the resources available to the players. 6. A description of the transactions to be simulated and the rules to be followed. 7. A description of how the simulation will be evaluated.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.2.4 To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Behavioral Objectives:

11.2.4.1 The trainee will be able to plan a training program on the supervisor of classroom aids.

11.2.4.2 The trainee will be able to plan training activities on the supervision of student teachers.

Competency Component: 11.2.4 To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Behavioral Objective: 11.2.4.1 The trainee will be able to plan a training program on the supervision of classroom aids.

Enabling Activities	*Resources*	*Comments*
11.2.4.1 The increased appearance and utilization of teacher aids creates new supervisory responsibilities for the classroom teacher. Many teachers will be made uncomfortable by the presence of an aid, and consequently will fail to utilize them fully. This happens as a result of not having the great many skills necessary to cope with situations which can occur from having more than one adult in a classroom. The teachers role becomes redefined as that of a team leader who has responsibility for organizing and coordinating educational resources. 11.2.4.1.A Read the following resources carefully. It is well written and informative. One copy is stored in Resource File 11.2.4.1.A. Brighton, H. Utilizing Teacher Aids in Differentiated Staffing. Midland, Michigan: Pendell Publishing Company, 1972. Pp. 1-7, 11-40.	11.2.4.1.A Resource File Brighton, H. Utilizing Teacher Aids in Differentiated Staffing. Midland, Michigan: Pendell Publishing Company, 1972. Pp. 1-7, 11-40.	

11.2.4.1.A (continued)

Secondly, incorporating the information contained in the reading design a two hour training session on "The Supervision and Utilization of Classroom Aides." Prepare the session with the following criteria in mind:

1. 2 hours in length
2. 10-15 participants
3. participants represent all areas of exceptionality
4. Participants come from a school district that has recently initiated an aid program, resulting in each teacher having one full time person in the room each day.

Be sure to include varied activities within the training session. The suggested training session should be submitted in the following format to your SECTraC advisor:

1. A list of goals and objectives
2. A schedule of activities which will occur within the 2 hour period.
   i.e. 9:00-9:15 Introductions
   9:15-9:45 Presentation of Common Difficult experiences as a result of classroom aids, etc
3. A complete description of each activity and the materials necessary to achieve it.
4. A description of an evaluation or feedback strategy.

Competency Component: 11.2.4 To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Behavioral Objective: 11.2.4.1 The trainee will be able to plan a training program on the supervision of classroom aids.

Activity No.	*Evaluation Criteria*
11.2.4.1.A	The trainee has been asked to complete a reading on the utilization of classroom aids. Following the reading the trainee was to design a training session of "The Supervision and Utilization of Classroom Aides." The final training session was to reflect a consideration for the following criteria; 1. 2 hours in length 2. 10-15 participants representing all areas of exceptionality. 3. participants all come from a school district that has recently initiated a teacher aid program, resulting in each teacher having one fulltime person in the room each day. The final product, submitted for evaluation, should take the following from: 1. a list of goals and objectives 2. a schedule of events as they were to occur within the training session. 3. a description of each activity and the materials necessary to achieve it. 4. a description of an evaluation or feedback strategy. 5. some sort of provision to include each of the following types somewhere within the training session: a. Classroom Teacher Expectations b. Classroom Aid Expectations c. Why have classroom Aids? d. Guidelines for maximum utilization of teacher aids.

Competency Component: 11.2.4 To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Behavioral Objective: 11.2.4.2 The trainee will be able to plan training activities on the supervision of student teachers.

Enabling Activities	*Resources*	*Comments*
11.2.4.2 Recently, education has witnessed a concerted effort to assist student teachers in having profitable experiences. One trend has been the emphasis placed on anecdotal records, interviews and conferences over rating scales to evaluate and enhance student teacher effectiveness. In addition, classroom teachers are encouraged to hold many informal meetings with the student teacher to ensure continuous feedback and the development of teaching skills. This results in the major responsibility for a successful student teaching experience rests on the cooperating teacher in whichever classroom the student is assigned. The following resource, of which one copy is stored in Resource File 11.2.4.2.A is to be read carefully before completing the remainder of this activity. Bennie, W. A. Cooperation for Better Student Teaching. Minneapolis, Minn.: Burgess Publishing Company, 1967. Pp. 35-43.	11.2.4.2 Resource File Bennie W. A. Cooperation for Better Student Teaching. Minneapolis, Minn.: Burgess Publishing Company, 1967. Pp. 35-43.	

Behavioral Objective *Continued:*

11.2.4.2.A

To complete this activity, develop a brief outline of a suggested training program to enhance the role of the cooperating teachers as a student teacher supervisor. The outline is to be general, making it adaptable to several settings involving a variety of audiences. Include in the outline objectives, brief activity descriptions, material descriptions, evaluation procedures and a suggested schedule. The final outline is to be submitted to your SECTraC advisor for evaluation.

Competency Component: 11.2.4 To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Behavioral Objective: 11.2.4.2 The trainee will be able to plan training activities on the supervision of student teachers.

Activity No.	*Evaluation Criteria*
11.2.4.2.A	The trainee has been given a reading concerning the role of the cooperating teacher as a supervisor of student teachers. After completing the reading, the trainee was to prepare a brief outline of a suggestive training program to enhance the role of the cooperating teacher as a student teacher supervisor. The outline was to be general, making it adaptable to several settings involving a variety of audiences. The following was to be included in the finished outline: a. objectives b. brief activity descriptions c. suggested time schedule d. material descriptions e. evaluation procedures.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 11.0 Training / Instruction

Competency 11.3 A curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments.

February 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U. S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123146

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #11: Training / Instruction

MODULE ELEMENT SCOPE:

This module is designed to help you gain the skills necessary to train educational personnel in the area of instruction. Various aspects of instruction including instructional methodologies, classroom management techniques, and pupil data collection techniques are covered. You will be given the opportunity to determine what teacher needs exist in the area of instruction, and design and organize effective programs and activities to meet those needs. The activities in this module stress a knowledge-based approach to the area of training and provide relevant information and experience to enable you to plan, design, and organize appropriate training programs in the area of instruction.

MODULE ELEMENT SPECIFICATIONS:

Competency 11.3: A curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments.

Behavioral Objectives:

11.3.1: To assist the trainee in planning training programs on pupil data collection techniques and instruments.

11.3.2: To assist the trainee in planning a training program on the construction of learning profiles.

11.3.3: To assist the trainee in planning a training program on the interpretation of pupil data.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.	
			11.3.1.2 The trainee will be able to outline a training program on the collection and utilization of pupil data.	
			11.3.2.1 The trainee will be able to develop a list of 5 resources concerned with the use of learning profiles.	
			11.3.2.2 The trainee will be able to plan activities on the interpretation of pupil data.	
			11.3.3.1 The trainee will be able to list sources of pupil data.	
			11.3.3.2 The trainee will be able to plan activities on the interpretation of pupil data.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

11.3.1.1.A

11.3.2.2.A

11.3.3.1.A

11.3.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objectives:

11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.

11.3.1.2 The trainee will be able to outline a training program on the collection and utilization of pupil data.

Competency Component: 11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objective: 11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.

Enabling Activities	*Resources*	*Comments*
11.3.1.1.A. As a curriculum consultant you will be asked to instruct teachers and other faculty members in the use of different techniques for collecting pupil data. In order to familiarize yourself with these techniques, complete the self-instructional workbook stored in Resource File 11.3.1.1.A. The completed workbook is to be submitted to your SECTraC advisor upon completion. Following evaluation it will be returned to you as a resource for use in the field.	11.3.1.1.A. Resource File 11.3.1.1.A Self-Instructional Workbook	

Competency Component: 11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objective: 11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.

Activity No.	*Evaluation Criteria*
11.3.1.1.A	Suggested Responses for Workbook. "An Overview of 5 Data Collection Techniques." Section I Observation Progress Check: Anecdotal Records 1. anecdotal records rating scales checklists 2. performance or quality of the product 3. a,c 4. (a.) They provide a description of the behavior in a natural setting. (b.) provide a vehicle for obtaining information that might otherwise be overlooked. (c.) applicable to the young and handicapped. 5. a,b,c,d 6. a Progress Check: Rating Scales 1. a,b,c 2. numerical 3. descriptive graphic 4. b,d, 5. graphic 6. (a.) do not result in behavioral descriptions (b.) meaning affected by size and nature of the group Progress Check: Checklists 1. a rating scale requires the observer to determine the degree and/or frequency to which a given trait occurs, while a checklist merely requires a "yes-no" judgement. 2. a,b,d

Competency Component: 11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objective: 11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.

Activity No.	*Evaluation Criteria*
11.3.1.1.A (continued)	Section II Peer and Self-Appraisal Progress Check: Sociometric and Guess Who 1. b,d 2. see last page of evaluation criteria for 11.3.1.1.A Section III Formal and Informal Testing Progress Check: Formal Testing 1. a,b,c,d 2. experimental field testing, revision and final standardization 3. a,c 4. not all parts of the test are equally appropriate for measuring the educational objectives of a particular school building. 5. Buros Mental Measurement Yearbook Progress Check: Aptitude Tests 1. aptitude tests predict future performance 2. b,c 3. vocabulary or sentence completion reading comprehension numerical ability abstract reasoning general information tool skills 4. b,d 5. varying standards for determining what is and what is not creative. 6. a,b,c,d,e 7. varying tests in musical and artistic skills 8. a,c Progress Check: Intelligence Test 1. c,d,e 2. Wechsler Adult Intelligence Scale 3. a,b,c,d,e 4. performance, non-verbal

Competency Component: 11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objective: 11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.

Activity No.	*Evaluation Criteria*
11.3.1.1.A (continued)	5. determining if retardation which is indicated on a verbal test is general, or instead related to a specific language deficiency. 6. sources bias negligible correlation between adolescent and adult IQ testing. Progress Check: Informal Testing 1. short answer true-false matching completion multiple choice 2. a,b 3. objectives to be measured 4. those which ascertain an individuals status relative to a pre-established criterion, measure, or performance standard 5. a,d,e Section IV Interviews Progress Check: Interviews 1. one individual is interviewed by a panel of people 2. observe how a person reacts under stress conditions 3. (a.) observe during course of the interview (b.) can be certain that questions are fully understood (c.) can gain access to information which may not be accessible through other techniques 4. (a.) result in varying conclusions (b.) predictive validity (c.) information often obtainable through either measures Section V Case Histories Progress Check: Case Histories 1. a,b,d,e,f 2. a,c 3. a,b,e 4. a,b,c,d,e

Competency Component: 11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objective: 11.3.1.2 The trainee will be able to outline a training program on the collection and utilization of pupil data.

Enabling Activities	*Resources*	*Comments*
11.3.1.2.A The processes involved in collecting usable pupil information are varied and somewhat complex. As a result, it would be advisable to prepare some sort of take-home material for inclusion in a workshop which deals with such a topic. While you as an in-service developer could design a program which would treat all aspects of the data collection process, retention at an optional level on the part of the participants might not be maintained. However, if a summary of resource materials would be prepared for dissemination to the particpants, they could have immediate access to this crucial information at any time. For this activity, prepare such take-home materials which could be utilized by teachers during the year, as questions concerning pupil data collection would arise. The actual format which the final product would take is up to you. However, keep the following criteria in mind when making your development decisions:		

Behavioral Objective Continued:

11.3.1.2.A (continued)

1. The product should be realistic in terms of size, so that it can be easily transported, and stored.
2. The product should be considerate of costs inherent in making duplicate copies.
3. The design and organization should encourage its use rather than inhibit it.
4. The product should be attractive and professional in appearance (even a hand-out can be made appealing when neatly typed and bound.
5. The product should be complete in terms of content.

A prototype of the final product is to be submitted to your SECTraC advisor for evaluation.

Competency Component: 11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objective: 11.3.1.2 The trainee will be able to outline a training program on the collection and utilization of pupil data.

Activity No.	*Evaluation Criteria*
11.3.1.2.A	The trainee has been asked to develop a material or product appropriate for in-service participants to take with them following completion of the in-service session. It was to be a summary or review material that would be immediately accessible with the most crucial informalities at all times. The trainee was to keep the following criteria in mind during the development process: 1. The product should be realistic in terms of size as that it can be transported and stored easily. 2. The product should be considerate of costs inherent in making multiple copies of any product. 3. The design and organization of the product should encourage its use and not inhibit it. 4. The product should be attractive and professional in appearance. 5. The product should be complete in terms of content.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objectives:

11.3.2.1 The trainee will be able to develop a list of 5 resources concerned with the use of learning profiles.

11.3.2.2 The trainee will be able to plan activities on the interpretation of pupil data.

Competency Component: 11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objective: 11.3.2.1 The trainee will be able to develop a list of 5 resources concerned with the use of learning profiles.

Enabling Activities	*Resources*	*Comments*
11.3.2.1.A One method for assisting teachers and other faculty members in the use of learning profiles is to suggest a variety of good references which focus on the use of learning profiles. Develop a list of five references which you feel discusses the best use of learning profiles in a style which is both informative ans usable. Include author, title, publisher, copyright, chapter and/or pages for each of the five references. In order to have this list available and accessible to all interested personnel, it should be duplicated and filed. Maintain the list developed here and use it to establish such a resource file in the field. The final list, typed in APA form is to be submitted to your SECTraC advisor for review and evaluation.		

Competency Component: 11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objective: 11.3.2.1 The trainee will be able to develop a list of 5 resources concerned with the use of learning profiles.

Activity No.	*Evaluation Criteria*
11.3.2.1.A	The trainee was to complete a list of 5 references which focus on the use of learning profiles. Some possible entrees are listed below. However, these are only possibilities and no additional value should be placed on their inclusion in the list over other possible references. 1. Anastasi, A. Psychological Testing. Macmillan Co.: 1961. Chapter 5. 2. Cronback, L. J. Essentials of Psychological Testing. Harper & Brothers Publishers: 1960. Pp470-6. 3. Gearheart, B. Application of Pupil Assessment Information: for the Special Education Teacher. Love Publishers: 1970. Chapter 2. 4. Gronlund, N. E. Measurement & Evaluation in Teaching. Macmillan Co.: 1971. Pp391-406. 5. Remmers, H.H., Gage, N.L., Rummel, J.F. A Practical Introduction to Measurement and Evaluation. 1965, by authors. Pp. 165-178. 6. Stanley, J. C. Measurement in Todays Schools. Prentice-Hall: 1964. Chapter 4. 7. Thorndike, R.L., Hagen, E. Measurement and Evaluation in Psychology and Education. John Wiley & Sons Inc.: 1965. Pp. 172-188.

Competency Component: 11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objective: 11.3.2.2 The trainee will be able to plan activities on the interpretation of pupil data.

Enabling Activities	*Resources*	*Comments*
11.3.2.2 One way to represent an individuals test record is the use of a graph. Use of a graph is one way of representing an individual's test record. This is called a profile. Profiles consist of a set of different test scores for a student expressed in a common unit of measure. For example, several subtest areas; as reading, mathematics, science etc., may be represented as a common group by graphing them according to age equivalents. Many test publishers furnish cards or leaflets on which to record test results in profile form. Other tests include an area on the cover of the test for plotting the information. As a consultant you will need to be able to instruct others in recording pupil data in the form of learning profiles. 11.3.2.2.A Within Resource File 11.3.2.2.A, you will find information for completing	11.3.2.2.A Resource File 11.3.2.2.A	

Behavioral Objective *Continued:*

11.3.2.2.A (continued)

profiles on four different pupil evaluation instruments. The graphs are provided. You need only to plot the given information for each profile.

11.3.2.2.B

Profiles make it easier to identify a pupil's relative strengths and weaknesses. A recent trend in profile construction involves recording test performance in the form of bands, extending one standard error measurement above and below the pupils obtained scores. Reliability tests have shown that there exists a two-out-of-three probability that a student's truer score does fall within one standard error of his obtained score. As a result, the bands indicate the range of scores within which a student's truer score can be assumed to exist. Another type of profile involves merely plotting the test scores at specific points on a graph.

Irregardless of the approach selected, it is necessary to use test norms in order to plot the profile. As a curriculum consultant you will probably have occasion to instruct others in the procedures and format for designing profiles.

After reading the following references, design a concise handout or manual for teachers in recording pupil data utilizing a profile format. Include guidelines, principles and illustrations.

Behavioral Objective Continued:

11.3.2.2.B (continued)

The completed product is to be submitted to your SECTraC advisor.

11.3.2.2.C

Taking into consideration the following specifications, develop an outline of a workshop on recording pupil data.

Workshop Specifications

Length of Workshop: 2 hrs.
Subject: Recording Pupil Data
Objectives:

a. The teachers will be able to recognize several different recording techniques.
b. The teachers will be able to interpret a given learning profile.
c. The teachers will be able to design a learning profile given pupil data.

Participants: 20 Learning Disabilities Teachers

The resulting outline is to be submitted to your SECTRaC advisor for evaluation.

Competency Component: 11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objective: 11.3.2.2 The trainee will be able to plan activities on the interpretation of pupil data.

Activity No.	*Evaluation Criteria*
11.3.2.2.A	The trainee was to accurately complete profiles for four different pupil evaluation instruments. Examples of the profiles as they should appear following completion are included on the following pages.
11.3.2.2.B	The trainee was asked to design a manual for classroom teachers which included procedures and format for recording pupil data in profile form. Although the manual is to be brief and to the point, it should evidence the following information: I. Define profile A. Discuss types B. Discuss uses II. Principles in developing profiles A. Arrangement of graph should be left to right B. Profile shape depends on choice or norms. 1. Norms should be relevant 2. Norms should be representative 3. Norms should be up to date 4. Norms should be comparable 5. Norms should be adequately described C. Where possible represent quantities by linear magnitudes as areas and volumes are more misinterpretable. D. The profile line should be sharply distinguished from the ruling. E. Horizontal scale should be read from left to right and the vertical scale from bottom to top. F. Make title clear and complete. G. When comparing more than one line, use different colors. H. Any extra information needed, but not given, should be attached to the profile. I. Do not use any more lines than necessary. J. Do not base long range predictions on profiles or use them to "categorize" a child.

Areas of Assessment	Scale (1 - very low, 5 - very high)				
	1	2	3	4	5
Auditory Evaluation Performance					
Visual Evaluation Performance					
Perceptual Ability; Auditory Visual					
Gross Motor Performance					
Fine Motor Performance					
Intellectual Ability					
Language Performance					
Reading Grade Placement					
Reading Comprehension					
Reading Vocabulary					
Arithmetic Grade Placement					
Arithmetic Reasoning					
Arithmetic Fundamentals					

PROFILE A

11.3.2.2.A

Sally Parker

PROFILE OF TEST RESULTS

Name Carl #4 C.A. 7-0 Median M. A. 5-5 I. Q. 77

Order	Test No	Name of Test	M. A.
1	4	Total Opposite	7-0
2	1	Total Qu. Words	6-6
3	7	Oral Communic.	6-3
4	2	Opposites	6-0
5	10	Total Ar. Add.	5-9
6	6	Number Ability	5-6
7	1	Tot. Adj. A	5-3
8		Total Comp.	5-3
9	9	Total Mem. Object	5-0
10	5	Mem. Spoken Sent.	5-0
11	11	Completion	4-9
12	1	Pic. Absurd.	4-3
13			
14			
15			
16			
17			
18			
19			

Mental Ages: 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

11.3.2.2.A PROFILE B I.M. #11.3, Page 24

PROFILE C
I.M. #11.3, Page 25
Bobby Jones

11.3.2.2.A

					1	2	3	4	5	6	7	8	9	10	11	12	Grade Equivalent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Age Equivalent
								O									Chronological Age
								O									Height
																	Weight
																	Motor Coordination
																	Mental Ability
																	Social Maturity
																	Speech Development
																	Language Development
																	Reading
																	Arithmetic Reasoning
																	Arithmetic Computation
																	Spelling
																	General Information

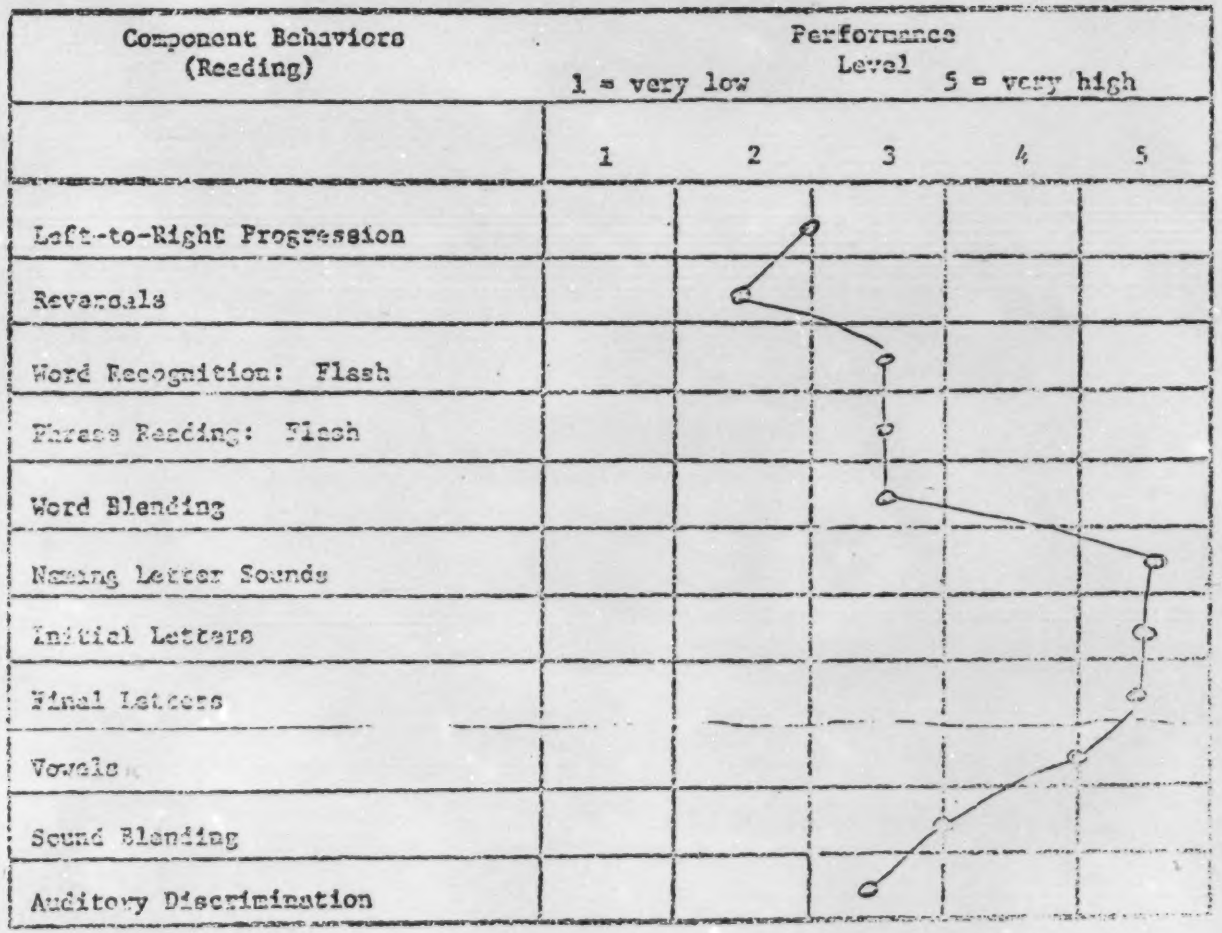
PROFILE OF ABILITIES

YEARS AND MONTHS	DEVELOPMENTAL AGES					ITPA SCORES														SCALED SCORES
						REPRESENTATIONAL LEVEL						AUTOMATIC LEVEL								
						RECEPTION		ASSOCIATION		EXPRESSION		CLOSURE		SEQUENTIAL MEMORY		SUPPRESSION				
	CA	MA	PLA	OTHER		Auditory	Visual	Auditory	Visual	Verbal	Manual	Grammatic	Visual	Auditory	Visual	Auditory Closure	Sound Blending			
0																				64
5																				60
0																				56
6																				52
0																				48
6																				44
0									•	•										40
6																				36
0	-	-	-	-	-						Mean SS				o					32
6													o							28
0																				24
6																				20
0																				16
6																				12
0																				8
6																				4

PROFILE D
I.M. #11.3, Page 26

11.3.2.2.A

Component Behaviors (Reading)	Performance Level 1 = very low 5 = very high				
	1	2	3	4	5
Left-to-Right Progression					
Reversals					
Word Recognition: Flash					
Phrase Reading: Flash					
Word Blending					
Naming Letter Sounds					
Initial Letters					
Final Letters					
Vowels					
Sound Blending					
Auditory Discrimination					



PROFILE E

11.3.2.2.A

Kelly Brown

Competency Component: 11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objective: 11.3.2.2 The trainee will be able to plan activities on the interpretation of pupil data.

Activity No.	*Evaluation Criteria*
11.3.2.2.C	The trainee has been asked to outline a workshop on recording pupil data in profile form. The trainee was given the following specifications to structure his efforts: Length: 2 hours Subject: Recording Pupil Data Objectives: a. The teachers will be able to recognize several different recording techniques. b. The teachers will be able to interpret a given learning profile. c. The teachers will be able to design a learning profile given the necessary pupil data. Participants: 20 Learning Disabilities Teachers. The resulting outline should be evaluated individually as each will differ somewhat. However, each product can be generally reviewed in terms of: a. completeness, b. organization of tasks, c. inclusion of a variety of activities and materials, d. complete coverage of content, e. evaluation procedures or some means for eliciting feedback on which to base future presentations, f. usability.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

11.3.3 To assist the trainee in planning a training program on the interpretation of pupil data.

Behavioral Objectives:

11.3.3.1 The trainee will be able to list sources of pupil data.

11.3.3.2 The trainee will be able to plan activities on the interpretation of pupil data.

Competency Component: 11.3.3 To assist the trainee in planning a training program on the interpretation of pupil data.

Behavioral Objective: 11.3.3.1 The trainee will be able to list sources of pupil data.

Enabling Activities	*Resources*	*Comments*
11.3.3.1 Current information seems to indicate that exceptional children receive maximum benefits from educational programs when assessment and evaluation are accurate, placements are appropriate and programs are responsive to individual learning needs. One of the most difficult areas to achieve this is in accurate assessment and evaluation. As a curriculum consultant you need to know sources of pupil data for use in assessment procedures. 11.3.3.1.A Read carefully the references listed below making whatever notes you feel are necessary and of value to you. 1. Gronlund, N. Measurement and Evaluation in Teaching. Macmillan Co., 1971. Chapter 16. 2. Smith, R. Teacher Diagnosis of Educational Difficulties. Merritt Publishing Company, 1969. Chapter 9. 3. Gearhart, B. and Willinberg, E. Application of Pupil Assessment Information. 1970. Chapter 4.	11.3.3.1.A Resource File 11.3.3.1.A 1. Gronlund, N. Measurement and Evaluation in Teaching. Macmillan Co., 1971. Chapter 16. 2. Smith, R. Teacher Diagnosis of Educational Difficulties. Merritt Publishing Company, 1969. Chapter 9. 3. Gearhart, B. and Willinbert, E. Application of Pupil Assessment Information, 1970. Chapter 4.	

Competency Component: 11.3.3 To assist the trainee in planning a training program on the interpretation of pupil data.

Behavioral Objective: 11.3.3.1 The trainee will be able to list sources of pupil data.

Activity No.	*Evaluation Criteria*
11.3.3.1.A	The trainee has been given 3 readings to complete prior to developing a short paper on "sources of puil data for assessment purposes." The trainee was instructed to take notes when he felt a need ans when they could be of value to him. The quality of his reading efforts should be reflected in the paper written to satisfy activity 11.3.3.1.B. These are not written products to be evaluated in this activity.

Competency Component: 11.3.3 To assist the trainee in planning a training program on the interpretation of pupil data.

Behavioral Objective: 11.3.3.2 The trainee will be able to plan activities on the interpretation of pupil data.

Enabling Activities	*Resources*	*Comments*
11.3.3.2.A Using the information acquired throughout this module element, design a filmstrip on the collection and interpretation of pupil data. You will find the necessary forms for preparing the filmstrip in Resource File #11.3.3.2. The narrative or script is to be written down the right hand side of the form. On the left side sketch or describe the visual that would accompany each piece of script. The final product should be in a form that could be disseminated and developed with a minimum of additional preparation. Also be sure to include any handouts, answer sheets, workbooklets, etc. which you may wish to accompany your filmstrip. The final product is to be submitted to your SECTraC advisor for evaluation.	11.3.3.2.A Resource File Filmstrip development forms	

Competency Component: 11.3.3 To assist the trainee in planning a training program on the interpretation of pupil data.

Behavioral Objective: 11.3.3.2 The trainee will be able to plan activities on the interpretation of pupil data.

Activity No.	*Evaluation Criteria*
11.3.3.2.A	The trainee was to write a filmstrip on the collection and interpretation of pupil data. A working form was included for the trainees convenience in Resource File 11.3.3.2.A. It required the trainee to write a script or narrative on the right side and to sketch or describe accompanying visuals on the left side. In addition, the trainee was to include a description of any handouts, answer sheets, and workbooklets that are to accompany the filmstrip. The latter is an option and the inclusion of such auxiliary materials is not mandatory. However if such materials are referred to in the script, a prototype of such materials should also accompany the completed script. The filmstrip should represent a summary of all the information accumulated throughout this element and should result in a fairly comprehensive treatment of pupil data collection and intepretation.